DOCUMENT RESUME

ED 199 623 CG 015 060

TITLE	Family Relationships and Parenting Education: Aging. Instructor Guide.
INSTITUTION	Missouri Univ., Columbia. Instructional Materials Lab.
REPORT NO	HE-46-1
PUB DATE	Jul 80
NOTE	138p.
AVAILABLE FROM	Instructional Materials Laboratory, University of Missouri-Columbia, 10 Industrial Education Building, Columbia, MO 65201 ($5.00).
EDRS PRICE	MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	*Adult Development; *Aging (Individuals); Behavioral Objectives; *Economic Factors; High Schools; Information Needs; *Learning Activities; Physical Development; Psychological Characteristics; *Resource Materials; *Social Influences; Teaching Guides; Units of Study

ABSTRACT

This instructor's guide for a unit on aging is designed for inclusion in a high school course on family relationships and parenting education which emphasizes the physical, psychological, sociological, and economic needs of the aging adult. Three instructional units are included with objectives, activities, information sheets, assignment sheets, job sheets, transparency masters, and a test with answers. The objectives are stated so that changes in behavior are readily observable. The activity sheets outline steps for accomplishing specific objectives. Essential background information is contained in the information sheets; assignments and transparency masters are correlated to information sheet sections to help match instructional content with appropriate learning activities. The job sheets contain specific directions for completing the activities. A test on each instructional unit measures attainment of specific objectives. (RC)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED199623

HARD COPY NOT AVAILABLE

FAMILY RELATIONSHIPS AND PARENTING EDUCATION:
AGING
Instructor Guide.

Initial materials for this packet were developed by a select group of Home Economics teachers and consultants at the Home Economics Education Curriculum Workshop held in June, 1978 on the UMC campus.

CG 015060

Produced by the Instructional Materials Laboratory
University of Missouri-Columbia
Columbia, Missouri

Catalog Number HE-46-I

July, 1980

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

"PERMISSION TO REPRODUCE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY

Susan K. Hedrick

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

ACKNOWLEDGEMENTS

Appreciation is expressed to the many individuals who gave their time, knowledge and talents to the development of these materials. Without their cooperation this packet would not have been made possible.

A special thanks is extended to the following persons for:

SUPPORT AND DIRECTION

Home Economics Instructional Materials Steering Committee Membership 1978-1979

State Staff, Department of Elementary and Secondary Education:

Phyllis Herriage, Director
Audrey Eberlin, Supervisor
Estaline Hunziker, Supervisor
Paula Kindrick, Supervisor
Pearl Dean Ralph, Supervisor

Representatives, Universities & Colleges:

Wanda Beard, CMSU, Warrensburg
Grace Hoover, SEMSU, Cape Girardeau
Lorine Knight, LU, Jefferson City
Katherine Love, WW, Fulton
Joan Quilling, UM, Columbia
Frances Shipley, NWMSU, Maryville
Joyce Waldron, SWMSU, Springfield
Dorothy Zeiser, NEMSU, Kirksville

Chairpersons, Satellite Committees:

Betty Cooper, Chesterfield (Parkway)
Sharon Edwards, Macon
Pat Hall, Neelyville
Nadine Hergesheimer, Appleton City
Elizabeth Linsenbardt, Vienna
Pat Orr, Maysville
Mary Stuber, Conway

CONTENT DEVELOPMENT

Pearl LaNora Jefferson, Home Economics Teacher, Central Senior High School, St. Louis

Carol Mertensmeyer, Home Economics Teacher, Camdenton Senior High School

FIELD TESTING AND EVALUATION

Nadine Hergesheimer, Appleton Senior High School

Valerie Diebold, Winona Senior High School

ORGANIZATION AND REVISION

Janice Bauer, Graduate Research Assistant, Home Economics Education

SUBJECT MATTER SPECIALIST

Lou Isbell, Assistant Professor, Child and Family Development Specialist, College of Home Economics, University of Missouri-Columbia

INSTRUCTIONAL MATERIALS SPECIALIST

Joan I. Quilling, Ph.D., Assistant Professor, Home Economics Education, Department of Practical Arts & Vocational Technical Education, College of Education, University of Missouri-Columbia

TECHNICAL ASSISTANCE

Instructional Materials Laboratory Staff:

Harley Schlichting, Ph.D., Director
Amon Herd, Associate Director
Phyllis Miller, Editor
Dan Stapleton, Publications Designer
Kristie Wright, Graphic Layout Specialist
Judy Marquardt, Editing
Tamara Begley, Composition Typist
Tamara Green, Composition Typist

FOREWORD

An often overlooked component in family life is the aged. Because of changes in technology and health care, the life span is increasing. In turn, the aged segment of the population is continually expanding as birth rates stabilize. As adults age, very little is known about their developmental tasks. For this reason, this unit on aging was designed to be included in the semester course: "Family Relationships and Parenting Education." Emphasis in the unit is given to the physical, psychological, sociological, and economic needs of this particular age group. Through a critical examination of the forces affecting aging adults, young people will be better equipped to relate effectively to the elderly. In addition, students will develop skills pertaining to their own personal aging process.

AGING

TABLE OF CONTENTS

		PAGE
UNIT I:	Physical, Psychological, and Sociological Factors Influencing Aging	1
TM- I-1:	Phases of the Life Span	21
TM- I-2:	An Aged Population	23
TM- I-3:	Myths & Stereotypes	25
TM- I-4:	Roles of Clothing	27
TM- I-5:	The Elderly's Performance on Learning Tasks .	29
TM- I-6:	Sociological Theories of Aging	31
TM- I-7:	Types of Grandparents	33
UNIT II:	Economic Factors Influencing Aging	69
TM- II-1:	Forms of Fraud	85
TM- II-2:	Security Programs	87
TM- II-3:	Types of Wills	89
TM- II-4:	A Valid Will	91
TM- II-5:	Categories For Informal Leisure-Time Activities	93
TM- II-6:	Categories For Organized Leisure-Time Activities	95
UNITIII:	Death and Dying	119
TM-III-1:	Approaches to Death	129
TM-III-2:	Stages of Accepting Death	131
TM-III-3:	Careers in Aging Services	133

TO HELP YOU USE THIS GUIDE

Instructors of "Family Relationships and Parenting Education" are encouraged to use this unit on "Aging" in a sequence and time-frame most acceptable to the instructor and students. The unit is one of several modules designed for instruction at the eleventh and twelfth grade levels. Other units in the series include: *Parenting; Dual Role - Sex Equity; The Career of Homemaking - Community Outreach;* and *Resource Management.*

The units in this series represent only selected elements which are a part of "Family Relationships and Parenting Education" semester course. They do not reflect the total scope of the program. Additional information and supplementation will need to be made by the instructor at the local level.

INSTRUCTIONAL UNITS

Each instructional unit includes objectives, suggested activities, information sheets, assignment sheets, job sheets, transparency masters, a test and answers to the test.

OBJECTIVES

Each unit of instruction is written with measurable objectives. Measurable objectives are the means of stating the goals of a course in such a way that both the instructor and the student will know the changes in behavior expected to occur as a result of the instruction. In short, objectives are the means of providing direction and accomplishment for the student.

The unit objective provides an overall goal for each unit. Specific objectives state the performance of the student necessary to reach the unit objective. Before attempting to teach a unit, these objectives should be explained to students so they will know what is expected of them.

SUGGESTED ACTIVITIES

Each unit of instruction has a suggested activities sheet outlining steps to follow in accomplishing the specific objectives. The activities sheet relates the duties of the instructor to the particular unit. Instructors are encouraged to use additional activities such as those found in selected textbooks as a means of accomplishing the objectives.

INFORMATION SHEETS

The information sheets contain essential facts necessary for the teaching of a unit of instruction. These sheets should be given to the student. Assignments and transparency masters are correlated to information sheet sections to help match instructional content with appropriate learning activities.

TRANSPARENCY MASTERS

Transparency masters are charts, pictures or illustrations printed for use in making overhead transparencies. These are included in each unit. A transparency should be made from the transparency master to be shown on an overhead projector, or it may be reproduced and made available to the student as an informational handout. Ready-made transparencies are available through the Instructional Materials Laboratory.

ASSIGNMENT SHEETS

Assignment sheets are provided which are coordinated with each unit. Answers to the assignment sheets are also included.

JOB SHEETS

Job sheets are step by step directions for actually doing occupational practices. They provide a list of tools and materials as well as give sequenced, illustrated procedural steps for getting the job done.

TEST

A test is included at the close of each unit of instruction to measure attainment of specific objectives.

COLOR CODE SYSTEM

The following key will help to identify each section easily by color:

White - Objectives, Suggested Activities and Transparency Masters

Green - Information Sheets

Gray - Assignment Sheets

Blue - Job Sheets

Yellow - Tests

Pink - Answers to Assignment Sheets and Tests

PHYSICAL, PSYCHOLOGICAL, AND SOCIOLOGICAL FACTORS INFLUENCING AGING
UNIT I

UNIT OBJECTIVE

After completion of this unit, the student should be able to recognize physical, psychological, and sociological factors influencing the aging process. This knowledge will be shown by completion of the assignment sheets and job sheets, as well as be scoring at least 85 percent on the unit test.

SPECIFIC OBJECTIVES

After completion of this unit, the student should be able to:

1. Match eleven terms associated with the aging process to the correct definitions.
2. List the phases of the life span in correct order along with their approximate corresponding chronological age.
3. Explain the three theories of aging.
4. Recognize the three kinds of aging.
5. Identify and explain four factors influencing the rapid increase of elderly people in America.
6. Identify cultural mores and misinformation that cause fear and rejection of the aging process.
7. Relate the basic needs of the aged.
8. Identify physiological changes that occur during the aging process.
9. Identify the psychological aspects of aging.
10. Recognize the social aspects of aging.

PHYSICAL, PSYCHOLOGICAL, AND SOCIOLOGICAL FACTORS
INFLUENCING AGING
UNIT I

SUGGESTED ACTIVITIES

I. Instructor

A. Provide student with unit objectives

B. Provide student with information sheets, assignment sheets, and job sheets

C. Discuss unit and specific objectives

D. Make transparencies

E. Provide resources, materials and equipment for job sheets

F. Prepare student to carry out job sheets and assignment sheets

G. Evaluate job sheets and assignment sheets

H. Evaluate tests

II. Students

A. Read objectives

B. Study information sheets

C. Study and complete job sheets

D. Complete assignment sheets

E. Take Physical, Psychological, and Sociological Factors Influencing Aging Test

INSTRUCTIONAL MATERIALS

I. Included in this unit

A. Objectives

B. Information sheets

C. Transparency masters

1. TM #1--Phases of the Life Span

2. TM #2--An Aged Population

3. TM #3--Myths and Stereotypes

4. TM #4--Roles of Clothing

5. TM #5--The Elderly's Performance on Learning Tasks

6. TM #6--Sociological Theories of Aging

7. TM #7--Types of Grandparents

D. Assignment sheets

1. AS #1--American Population Factors

2. AS #2--Identifying Myths

3. AS #3--Lifetime Learning Act

4. AS #4--Friendship

5. AS #5--Physical, Psychological, and Sociological Factors Influencing Aging Crossword Puzzle

E. Answers to assignment sheets

F. Job sheets

1. JS #1--Defending A Theory

2. JS #2--The Elderly in Literature

3. JS #3--Religion and the Elderly

G. Physical, Psychological, and Sociological Factors Influencing Aging Test

H. Answers to test

PHYSICAL, PSYCHOLOGICAL, AND SOCIOLOGICAL FACTORS
INFLUENCING AGING
UNIT I

INFORMATION OUTLINE

I. Terms and Definitions

A. Aging - a general term used for various biological, psychological, and sociological processes whereby an individual acquires the socially defined characteristics of old age.

B. Institution - a housing facility organized primarily to perform services; such as personal care, housekeeping, mental health care, and/or medical care for its residents.

C. Learning - a process for gaining knowledge.

D. Memory - the ability to remember or recall past experiences.

E. Older person - an individual of later maturity. Socially, people are usually classified as older if they are chronologically sixty-five or over.

F. Overlearned behavior - behavior developed with learning which eventually becomes unconscious behavior, such as habits.

G. Personality - the behavioral characteristics of an individual.

H. Senescence - a stage of development in which career goals are reached and consolidated.

I. Senility - extreme mental deterioration.

J. Stereotypes - standards which are held for one group and not held for other groups.

K. Value - those strong personal feelings that motivate behavior.

II. Phases of the life span along with their corresponding chronological ages. (TM #1)

A. Infancy - 2 years

B. Preschool - 2-5 years

C. Childhood - 5-12 years

D. Adolescence - 12-17 years

E. Early maturity - 17-25 years

F. Maturity - 25-55 years

G. Late maturity (young/old) - 55-75 years

H. Old age (old/old) - 75 + years

III. Theories of Aging (JS #1)

A. Genetic theories

(NOTE: The process of aging is influenced by one's genes.)

B. Counterpart theories

(NOTE: The process of aging is influenced by early life origins; therefore, it is a counterpart of earlier development.)

C. Accident theories

(NOTE: The process of aging is influenced by the acquisition of the results of random events and/or accidents. These theories are often called "wear-and-tear" theories.)

IV. Kinds of Aging

A. Biological aging - deals with the longevity of the individual.

B. Psychological aging - deals with the changes in the conforming abilities of the individual.

C. Social aging - deals with the relationship between society's expectations and the social habits and roles of the individual.

V. The American population is rapidly becoming older due to four factors. (AS #1)(TM #2)

A. Decrease in immigration

(NOTE: Sending nations tend to experience a faster aging population while the receiving nations experience younger populations. America lost an important source of new young citizens when the large waves of European immigrants ended around 1940.)

B. Gain in life expectancy

(NOTE: Improvements in sanitation and medicine have increased life expectancy. The average life expectancy in 1902 was 49.6 years; in 1971 it was 70.1 years. At present, if a man reaches 65, he can expect to live, on the average, 78 years. If a woman reaches 65, she can expect to live, on the average, 82 years. By 2000, these life expectancies could increase another two to five years.)

C. Reduction in mortality rates

(NOTE: Improvements in agricultural and industrial technology have helped reduce mortality rates. In 1900, the mortality rate was 27 per 1,000 population, while in 1972 the mortality rate was 9.4 per 1,000.)

D. Decline in fertility

(NOTE: Birth control has been instrumental in reducing the birth rate.)

VI. Cultural mores and misinformation that cause fear and rejection of the aging process. (AS #2)(JS #2)(TM #3)

A. Myths and Stereotypes

1. People over 65 years of age are not productive.

2. All older people become senile.

3. A large percent of older people have limited incomes.

4. The meaning of aging and illness is synonymous.

5. Lifetime goals should be reached by age 65.

6. Older people withdraw from society.

7. Old age is a time of the "golden years".

8. Sexual interest disappears with age.

9. Old people suffer from a loss of hearing and eyesight.

10. Most older adults are institutionalized.

11. Most older adults are lonely and isolated from family and friends.

12. Extreme physical and mental deterioration are inevitable with age.

13. Older adults become rigid and dependent.

14. Services for older adults are always beneficial for the adult participants.

15. Most remarriages are readily accepted by the children of the elderly.

16. Social Security is the one solid source of income on which the elderly may rely.

B. Literature influences

1. Literature frequently portrays negative attitudes toward old age.

2. Our attitudes are formed early in life.

3. Generally, people who reject the "old" during their youth may reject themselves in old age.

4. Negative attitudes can possibly lead to a self-fulfilling prophecy for the elderly.

5. The elderly may believe they are useless and declining if they are repeatedly told so.

C. Positive attitudes toward old age also exist.

(NOTE: As people age, changes occur which reflect growth and development.)

VII. Basic Needs of the Aged

A. Nutrition

1. The basic difference between the nutrient needs of elderly and other adults is the reduction in caloric intake for the elderly.

(NOTE: This occurs because the metabolic rate and activity generally decrease as one gets older.)

2. Various factors exist that influence the nutrition of the elderly.

(NOTE: The factors include: food habits, food fads and fallacies, poor dental health, loneliness, shopping problems, and reduced incomes.)

3. Two major nutritional problems exist for the older person.

a. Nutritional inadequacies

(NOTE: The following items are the most common nutrients missing from the elderly's diet: vitamins A and C, iron, and protein.)

b. Obesity

4. Nutritional assistance helps improve the elderly's nutritional status.

(NOTE: Examples of this assistance may be in the forms of home delivered meals and nutritional education.)

B. Housing

1. Two categories of housing are available to the aged; these include: (1) housing for independent living and (2) housing for group living.

2. Few of the aged are institutionalized.

3. Housing must be suited to both the conditions of those in failing health and the living patterns of those in the best of health

4. Choosing living arrangements for the aged demand special considerations.

(NOTE: Some considerations are privacy; safety features; sanitation and hygiene; orientation to sunlight, breeze and ventilation; level of adaptability; and continuing rehabilitation.)

5. The aged may have one or more reasons for changing living arrangements.

(NOTE: Reasons may include a change in physical health, an unfavorable change in the neighborhood environment, desire for a more favorable climate, and personal reasons, such as the individual financial status.)

C. Clothing (TM #4)

1. Clothing plays many roles for the aged.

(NOTE: These roles include ego supporter, enhancement of self-image, expression of one's personality, foundation for social acceptance, and provider of therapeutic value, such as an expression of individuality.)

2. Clothing choice depends on several factors.

(NOTE: These factors include good fit, attractiveness, durability, ease in wearing, and ease in care.)

3. Expenditures for clothing decrease regardless of the individual's financial, social, and/or cultural level.

(NOTE: This occurs because of a curtailment in social activities, unwillingness to accept changes in fashion, the demand for more casual clothes, and the lack of resources.)

4. Nursing care patients require careful consideration in the choice of their clothing in order to provide comfort, ease, and attractiveness.

VIII. Physiological Changes That Occur During the Aging Process

A. The senses

1. Vision

a. A high percentage of older people maintain good vision.

b. Focusing often becomes less accurate.

2. Hearing

a. Background noise makes it harder for the elderly to hear.

b. Hearing trouble is often compensated by increasing the volume.

3. Taste and smell

a. A slight loss in taste and smell occurs at approximately 50 years of age, while a large change occurs after 70 years of age.

b. A change in taste and smell often creates problems with food preparation and eating, which causes a reduction in food intake.

4. Pain and the sense of touch

a. The skin becomes less sensitive.

(NOTE: This is one reason why the elderly tend to often burn themselves while cooking.)

b. Maintaining normal body temperature becomes difficult.

c. Exercising transports more oxygen to the tissues.

B. Reaction time

1. An increase in reaction and decision-making time occurs due to a change in the brain and central nervous system.

2. Performance can be benefited by self-pacing.

C. Respiratory system

1. The amount of oxygen delivered to the bloodstream decreases.

2. The rate of blood flow declines with age.

D. Digestive system

1. The digestive system becomes more sensitive, which can result in more frequent stomach upsets.

2. The intestinal tract is slower in absorbing food.

E. Muscles and bones

1. A reduction in height is a result of stiffened joints and a change in bone structure.

2. Bones become brittle, usually due to a decline in calcium intake, which often results in a higher possibility of breakage.

3. Most muscular disabilities are preventable with exercise.

F. Teeth

1. Decay has a tendency to develop at the base of the tooth near the gum line.

2. Proper dental care maintains healthy teeth throughout the life cycle.

G. The heart

1. Blood is pumped less efficiently, which results in a reduction in the capacity to do physical work.

2. Risk of heart disease can be lowered by not smoking, exercising moderately, and maintaining a moderate caloric, low-fat diet.

H. Elimination system

1. The occurrence of constipation generally increases with age.

2. Frequent urination is a characteristic of aging.

(NOTE: Both problems are caused by a loss of muscle tone and muscle relaxation.)

I. Exercise

1. Exercise can be a positive measure for keeping physically fit and maintaining good health at any age.

2. Several systems of the body are affected by physical activity.

(NOTE: These systems include the musculoskeletal system, the nervous system, the respiratory system, and the cardiovascular system.)

3. Elderly people should have a thorough physical examination by a physician before starting a vigorous exercise schedule.

IX. Psychological Aspects of Aging

A. Learning (TM #5)

1. Overlearned behavior is evident in habits; such as cigarette smoking, incessant humming, and nail biting.

(NOTE: Overlearned behavior often makes it difficult to adjust to a new environment.)

2. With age, very few changes occur in the primary ability to learn.

3. Education tends to promote positive attitudes toward abstract learning and new occupational skills.

4. Factors exist that may influence the elderly's performance on learning tasks.

    a. Pacing

(NOTE: Older people take longer to develop responses.)

    b. Motivation

(NOTE: A lack of motivation can interfere with the learning process.)

    c. Task meaningfulness

(NOTE: The learning process occurs faster when the material to be learned is relevant to the individual.)

    d. Value the individual places on learning

    e. Health status

    f. I.Q. (intelligence quotient)

    g. Environmental context

(NOTE: Individuals tend to perform better in stimulating environments.)

5. Lifetime Learning Act (AS #3)

    a. Adopted and incorporated into the Higher Education Act of 1976

    b. Provisions include support in the following areas:

        1) Training of teachers to work with the elderly

        2) Curriculum development

        3) Development of media for adult education

4) Converting facilities to accommodate adults

5) A study of the barriers that exist for lifetime learning and the existing programs

c. It does not provide funding for new programs in adult higher education.

d. The information gained will be beneficial in alerting educators and the public to the needs and characteristics of the elderly population as learners and possible educators.

B. Intelligence

1. There is no specific age at which intelligence declines; yet research indicates that it occurs later in life than originally thought.

2. Methods exist in which the intellectual capacity is maintained.

a. Education

(NOTE: The average intelligence level of the older population may increase through more adult education programs.)

b. Continued intellectual stimulation

C. Mental changes

1. Damage to the brain can result in changes in mentality.

(NOTE: These changes may be caused by physical deterioration and/or neurological disease.)

2. Short-term memory declines with age, while long-term memory remains unharmed.

3. Senility may be influenced by the environment and earlier life experiences. It usually occurs due to the following:

a. Feeling of rejection and isolation

b. Insecurity and declining self-esteem

c. Fatigue and melancholy

d. Loss of environmental contact

e. Periods of confusion in which orientation and memory are affected

f. Terminal deteriorative condition

(NOTE: Research has indicated that many of the symptoms often associated with aging and senility are symptoms of specific diseases, which are often treatable.)

X. Social Aspects of Aging

A. Intimacy in the later years

1. There is nothing abnormal about the elderly having sexual desires.

(NOTE: Both males and females are capable of enjoying sexual relations as a satisfying demonstration of emotional intimacy.)

2. Regularity and continuity often result in optimal sexual functioning during the later years.

3. A loss in sexual responsiveness may be a result of one or more factors.

a. Fatigue

b. Sexual boredom

c. Obsession with work

d. Liquor

e. Over eating

f. Physical and/or mental illness

g. Fear of failure

h. Cultural stereotyping

(NOTE: Our culture believes that sexual desires and functioning decrease during old age.)

B. Sociological theories of aging (TM #6)

1. Activity theory

a. Life satisfaction depends on having a great deal of social activity throughout life.

b. The need for activity should remain constant since social and psychological needs do not decrease.

c. When retirement occurs, one should find substitutable activities.

2. Disengagement theory

   a. Social interaction gradually decreases.

   b. A natural preoccupation with self is developed while emotional involvement with others diminishes.

3. Personality-continuity theory

   a. Personality is considered to be the most critical factor in determining how a person adapts during the later years.

   b. People approach aging in much the same way they approach other phases of their lives--ways compatible with their personality problems.

(NOTE: For example, a person who is somewhat withdrawn in young and middle adulthood is likely to become even more noticeably withdrawn in later years.)

(NOTE: None of these theories is the final answer to successful aging.)

C. Family relations

1. Parent/child relationships

   a. A number of myths about parent/child relationships exist.

      1) Children move away from home and rarely visit their parents.

      2) When they are too old to care for themselves, parents want to move in with their child's family.

      3) Adult children do not want the responsibility of caring for their aging parent(s).

      4) A parent's role ends at the launching stage because they cannot teach their children anything else.

      5) When children leave home, parents stop helping them.

   b. Interdependence may develop in the parent/adult child relationship.

(NOTE: Interdependence implies that both the parent and the child discover each other as individuals who relate to each other.)

1) Not all parents and adult children develop interdependence.

2) The parents desire independence; yet they want the security of knowing someone is available if they should need help.

3) Children recognize the needs of the parent and react with various types of support for the parent.

c. Much research remains to be done on parent/child relationships in adulthood.

2. Grandparenthood (TM #7)

a. Grandparenthood is accepted by some as a means of emotional self-fulfillment without the stresses of parenthood and respected by others due to advancing age.

b. Five types of grandparents have been identified.

1) Formal

(NOTE: These grandparents do special favors for the grandchild, yet they leave the parenting responsibilities to the parents.)

2) Fun seekers

(NOTE: These grandparents display small amounts of authority and discipline while sharing leisure-time activities with their grandchildren.)

3) Distant figures

(NOTE: These grandparents tend to ignore their grandchildren except on special occasions.)

4) Surrogate parents

(NOTE: These grandparents are given parental responsibilities for their grandchildren by the parent(s).)

5) Suppliers of family wisdom

(NOTE: These grandparents act as dispensers of teaching skills and advise.)

c. The value of the grandparent role depends on three considerations:

1) The person's age at the onset of grandparenthood

2) Whether or not the grandparent role interferes with other roles

3) Control of the amount of association with the grandchild

3. Intergenerational relations

a. Increasing affluence, increasing mobility, and urbanization have resulted in the breakup of the extended family in the U.S.

(NOTE: A modified-extended family now exists because of the increase in multi-generations.)

b. The strength of kinship ties can be measured in terms of several characteristics.

1) The number of available kin

2) The proximity of living arrangements

3) The extent of financial aids and services

4) The evidence of emotional closeness

c. Studies have indicated that older people with children are usually in frequent communication with at least one child.

d. The balance of responsibility shifts as the older parents become dependent on their children.

e. Intergenerational conflicts arise because of differences in values, mobility rates, aspirations, and routines.

D. Friendship (AS #4)

1. Fewer opportunities exist for the elderly to make friends.

(NOTE: This may be a result of retirement, mobility difficulties, and decreased incomes.)

2. As one grows older, he/she is likely to experience the loss of friends as a result of death.

3. Research indicates that the elderly tend to choose other older people as friends.

E. Community relations

1. The way a community distributes its services and its expectations of the behavior of the elderly residents depends on three characteristics:

   a. Age structure

   b. Social class

   c. Population mobility

2. Though much research remains to be done, it is suggested that a subculture of the aging exists.

(NOTE: A subculture generally has the following characteristics: group awareness, common interests, common characteristics, and exclusion from society.)

F. Politics

1. Research indicates that the aged usually keep their support for the political party with which they were first affiliated.

2. The elderly tend to show greater consistency in pre-election intent and actual voting preference than the other age groups.

3. Research remains to be done regarding the effect the social environment may have on the elderly's political stability.

G. Religion

1. In the U.S. more older people belong to churches than any other type of voluntary organization.

2. When frictions arise, the elderly tend to support the conservative issue.

3. Many older people find friendships, satisfaction, and security through the church.

4. Religious practices outside the home decrease after the age of sixty-five, while in-home practices tend to increase after that age.

5. Studies indicate that the elderly have a greater interest in religion and are also more certain of their religious beliefs than the other age groups.

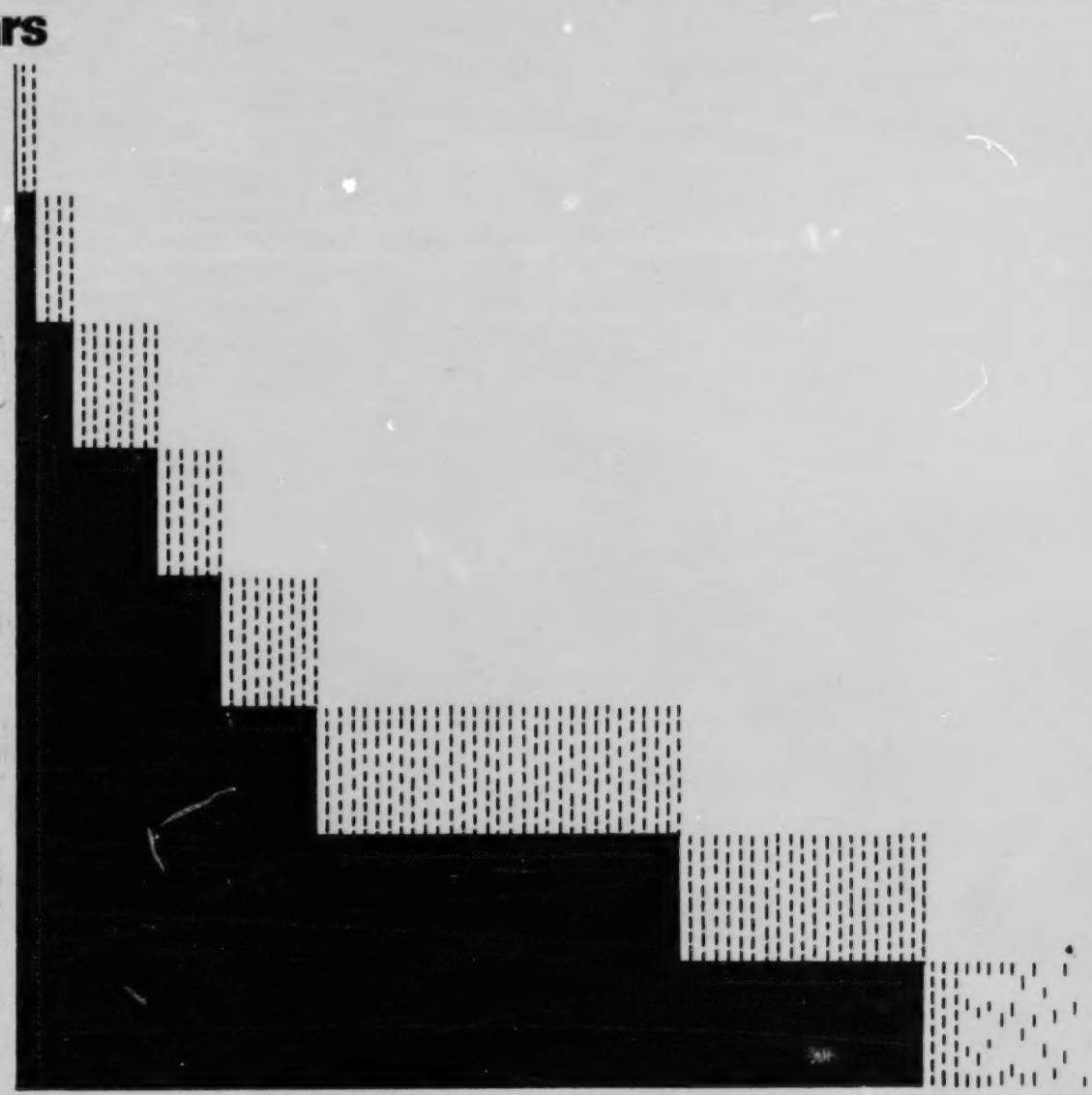
6. Views of religion and the elderly (AS #5)(JS #3)

   a. Review ideas concerning religion and the elderly.

   b. Take a position and justify the position.

   c. Evaluate the chosen position.

PHASES OF THE LIFE SPAN



TM-I-1

AN AGED POPULATION =

- Decrease in Immigration
- \+
- Gain in Life Expectancy
- \+
- Reduction in Mortality Rates
- \+
- Decline in Fertility

Myths & Stereotypes

People over 65 years of age are not productive

A large percent of older people have limited incomes

Old age is a time of GOLDEN YEARS

Older people withdraw from society

All older people become senile

25

33

34

TM-I-3

ROLES OF CLOTHING

Foundation for Social Acceptance

Ego Supporter

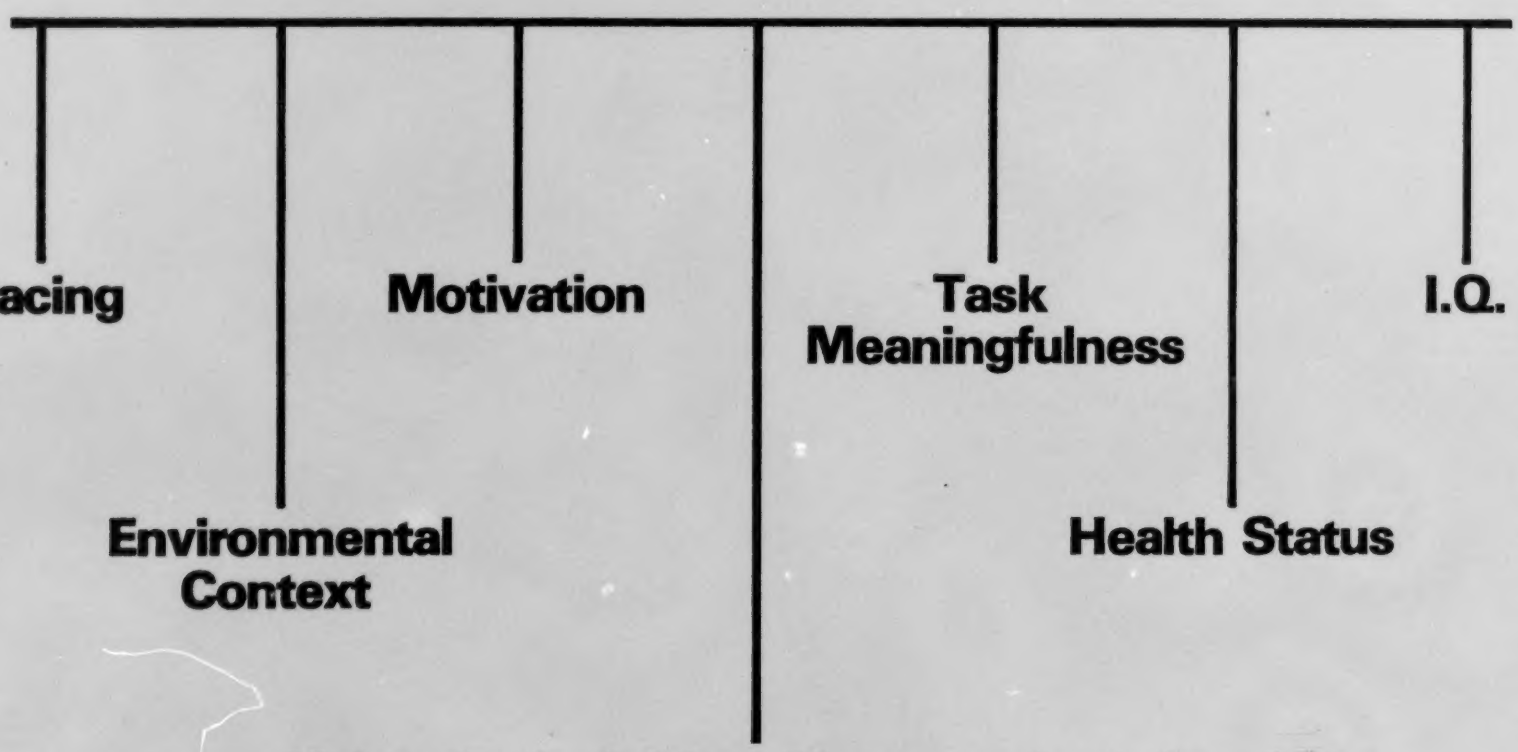
Provider of Therapeutic Value

Expression of One's Personality

Enhancement of Self-image

THE ELDERLY'S PERFORMANCE ON LEARNING TASKS

IS INFLUENCED BY:



SOCIOLOGICAL THEORIES OF AGING

ACTIVITY THEORY

The need for activity should remain constant since social and psychological needs do decrease.

DISENGAGEMENT THEORY

Social interaction gradually decreases since it is inevitable and desirable by the individual and society.

PERSONALITY-CONTINUITY THEORY

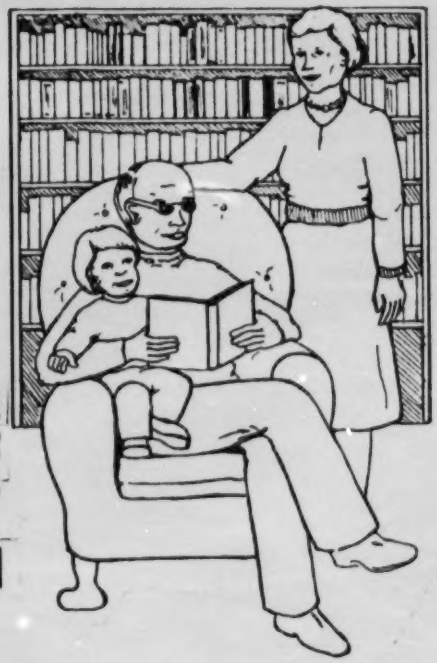
People approach other phases of their lives--ways compatible with their personality patterns.

TYPES OF GRANDPARENTS

TM-I-7

FUN SEEKERS

SUPPLIER OF FAMILY WISDOM



DISTANT FIGURES

SURROGATE PARENTS

FORMAL

PHYSICAL, PSYCHOLOGICAL, AND SOCIOLOGICAL FACTORS
INFLUENCING AGING
UNIT I

ASSIGNMENT SHEET #1: AMERICAN POPULATION FACTORS

Directions: Answer the following questions.

1. How can a decrease in immigration result in an increasing aged population in the U.S.? _____

2. What has been done to increase the life expectancy of an individual? _____

3. What factors have helped reduce the mortality rates in the U.S.? _____

4. What has influenced the decline in fertility?

PHYSICAL, PSYCHOLOGICAL, AND SOCIOLOGICAL FACTORS
INFLUENCING AGING
UNIT I

ASSIGNMENT SHEET #2: IDENTIFYING MYTHS

Directions: Identify which of the following statements are myths. Place an "x" before each myth.

_____ 1. People over 65 are unproductive.

_____ 2. All older people become senile.

_____ 3. Older adults all become rigid and dependent.

_____ 4. Older people can and do learn.

_____ 5. A large percent of older people have limited incomes.

_____ 6. Aging is normal.

_____ 7. Aging is universal.

_____ 8. Aging is unique to each individual.

_____ 9. Older people can and do change.

_____10. Aging and illness are synonymous.

_____11. Lifetime goals should be reached by age 65.

_____12. All older people withdraw from society.

_____13. Old age is a time of the "golden years".

_____14. Education is for the young and old.

_____15. Social Security is the one solid source of income on which all the elderly may rely.

_____16. Most older people begin to notice impairments in their sight and hearing.

_____17. Psychological functioning can be maintained into old age with the proper environment.

_____18. Most communities provide special agencies for the aged.

_____19. Teen-agers can benefit from seeing themselves as an older person.

_____20. Community Out-Reach programs provide an opportunity for teenage employment in the area for aging.

_____21. Sexual interest disappears with age.

_____22. Most older adults are institutionalized.

_____23. Extreme physical and mental deterioration are inevitable with age.

_____24. Services for older adults are always beneficial for the adult participants.

_____25. Teen-agers can learn from an older person.

PHYSICAL, PSYCHOLOGICAL, AND SOCIOLOGICAL FACTORS
INFLUENCING AGING
UNIT I

ASSIGNMENT SHEET #3: LIFETIME LEARNING ACT

Directions: Name at least five advantages provided by the Lifetime Learning Act.

1. _____

_____

2. _____

_____

3. _____

_____

4. _____

_____

5. _____

_____

Name at least one disadvantage of the Lifetime Learning Act.

1. _____

_____

PHYSICAL, PSYCHOLOGICAL, AND SOCIOLOGICAL FACTORS
INFLUENCING AGING
UNIT I

ASSIGNMENT SHEET #4: FRIENDSHIP

Directions: Answer the following questions with your own reactions and responses.

1. Why do fewer opportunities exist for the elderly to make friends as a result of retirement?

_____

_____

_____

2. Why do fewer opportunities exist for the elderly to make friends as a result of mobility difficulties?

_____

_____

_____

3. Why do fewer opportunities exist for the elderly to make friends as a result of decreased incomes?

_____

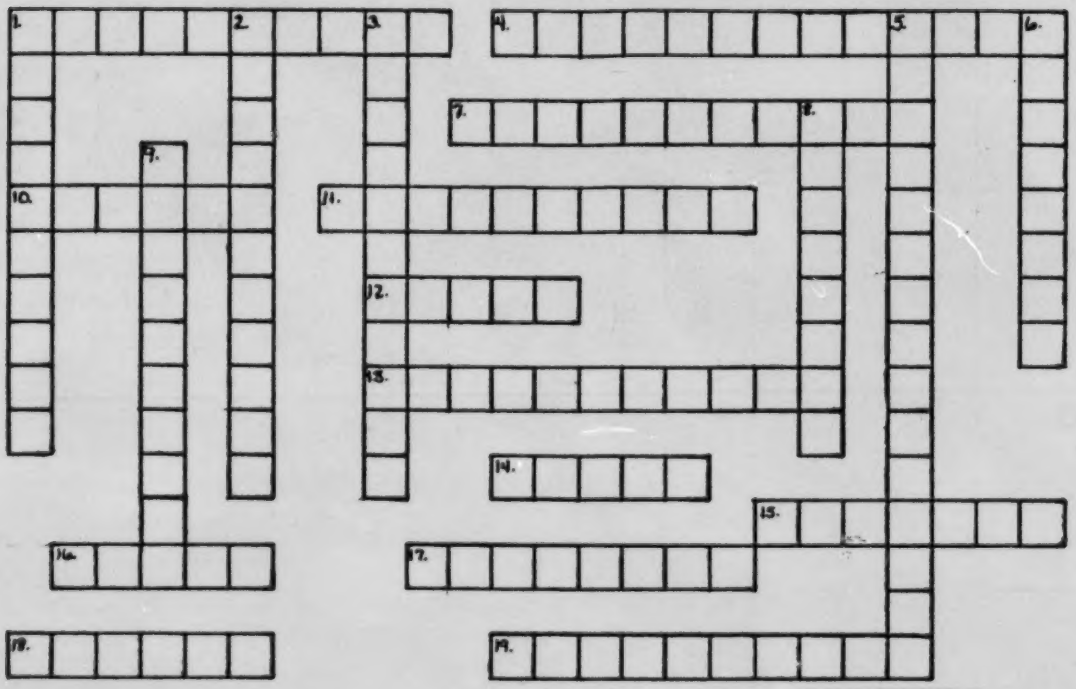
_____

_____

PHYSICAL, PSYCHOLOGICAL, AND SOCIOLOGICAL FACTORS
INFLUENCING AGING
UNIT I

ASSIGNMENT SHEET #5: PHYSICAL, PSYCHOLOGICAL, AND SOCIOLOGICAL FACTORS INFLUENCING AGING CROSSWORD PUZZLE

Directions: Write the word in the blanks on the puzzle form which completes the sentence or thought.



ACROSS

1. Standards that are held for one group and not held for other groups

4. The kind of aging which deals with the changes in the conforming abilities of the individual

7. The theory of aging which states that the process of aging is influenced by early life origins

10. The kind of aging which deals with the relationship between society's expectations and social habits and roles of the individual

11. A lack of it can interfere with the learning process

12. A general term used for various biological, psychological, and sociological processes, whereby, an individual acquires the socially defined characteristics of old age

13. A housing facitity that is organized primarily to perform services; such as personal care, housekeeping, mental health care, and/or medical care for its residents

14. _____ person is an individual in the later maturity or old age stages of life.

15. The theory of aging which states that the process of aging is influenced by one's genes

16. Those strong personal feelings motivate behavior

17. Extreme mental deterioration

18. The ability to remember or recall past experiences

19. It generally has the following characteristics: group awareness, common interests, common characteristics, and exclusion from society.

DOWN

1. A stage of development in which career goals are reached and consolidated

2. Behavior developed with learning which eventually becomes unconscious behavior

3. The behavioral characteristics of an individual

5. It implies that both the parent and the child discover each other as individuals who relate to each other.

6. A process for gaining knowledge

8. The theory of aging which states that the process of aging is influenced by the acquistion of the results of random events and/or accidents

9. The kind of aging which deals with the longevity of the individual

PHYSICAL, PSYCHOLOGICAL, AND SOCIOLOGICAL FACTORS
INFLUENCING AGING
UNIT I

ANSWERS TO ASSIGNMENT SHEET #1

1. Sending nations tend to experience a faster aging population while the receiving nations experience younger populations.
2. Improvements in sanitation and medicine.
3. Improvements in agricultural and industrial technology.
4. Birth control.

ANSWERS TO ASSIGNMENT SHEET #2

1.	X	13.	X	25.
2.	X	14.		
3.	X	15.	X	
4.		16.		
5.	X	17.		
6.		18.		
7.		19.		
8.		20.		
9.		21.	X	
10.	X	22.	X	
11.	X	23.	X	
12.	X	24.	X	

PHYSICAL, PSYCHOLOGICAL, AND SOCIOLOGICAL FACTORS
INFLUENCING AGING
UNIT I

ANSWERS TO ASSIGNMENT SHEET #3

ADVANTAGES

1. Support in training teaches a person to work with the elderly
2. Support in curriculum development
3. Support in the development of media for adult education
4. Support in converting facilities to accommodate adults
5. Support a study of the barriers that exist for lifelong learning and the existing programs for adults

DISADVANTAGE

1. It does not provide funding for new programs in adult higher education.

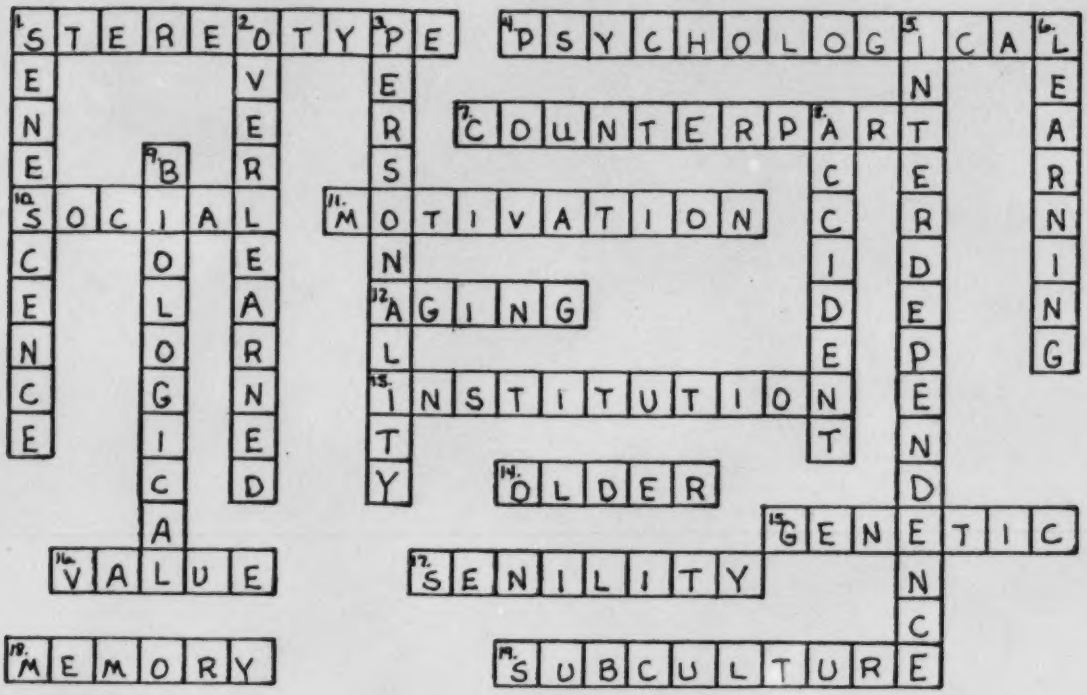
ANSWERS TO ASSIGNMENT SHEET #4

Acceptable answers may include any of the following:

1. Many friends are made when one works. Retirement removes opportunities to continue friendship with the frequency that would occur on the day-to-day job.
2. Moving into new geographic locations removes the elderly from the groups with which they were previously acquainted. Lack of mobility in new geographic locations may prevent the elderly from meeting new people.
3. Many activities cost money. Reduced income for the elderly may prevent them from forming new friendships.

PHYSICAL, PSYCHOLOGICAL, AND SOCIOLOGICAL FACTORS
INFLUENCING AGING
UNIT I

ANSWERS TO ASSIGNMENT SHEET #5



PHYSICAL, PSYCHOLOGICAL, AND SOCIOLOGICAL FACTORS
INFLUENCING AGING
UNIT I

JOB SHEET #1: DEFENDING A THEORY

I. Materials Needed

A. Pencil and paper

B. Resource materials (magazines, books, newspapers, etc.)

II. Procedure

A. Choose one of the following theories:

1. Activity theory

2. Disengagement theory

3. Personality-continuity theory

B. Gather facts related to the chosen theory

C. List the facts related to the theory

D. Summarize the findings orally

III. Evaluation: Upon completing the oral presentation, submit the job sheet to your instructor for evaluation. The following criteria will be used to evaluate your work.

A. Report

1. Neatness	10 points
2. Research results	20 points
B. Presentation	15 points

PHYSICAL, PSYCHOLOGICAL, AND SOCIOLOGICAL FACTORS
INFLUENCING AGING
UNIT I

JOB SHEET #2: THE ELDERLY IN LITERATURE

I. Materials Needed

A. Literature (include children's books)

B. Pencil and paper

II. Procedure

A. Appraise literature, especially children's books, in search of references to older people.

B. Prepare a written report which includes the following:

1. The source used to gather information.

2. An identification of the characteristics older persons portrayed.

3. An explanation of how the characteristics affect young people's attitudes on aging.

III. Evaluation: Upon completion of the job sheet, submit the job sheet to your instructor for evaluation. The following criteria will be used to evaluate your research.

A.	Identified source used for study.	10 points
B.	Developed a list of characteristics portrayed.	10 points
C.	Explained the effect of the characteristics on children's attitudes toward aging.	20 points
D.	Neatness	5 points

PHYSICAL, PSYCHOLOGICAL, AND SOCIOLOGICAL FACTORS
INFLUENCING AGING
UNIT I

JOB SHEET #3: RELIGION AND THE ELDERLY

I. Materials Needed

A. Paper and pencil

B. Resource materials (magazines, books, newspapers, etc.)

II. Procedure

A. Research for an answer to the following question:

"Why do the elderly have a greater interest in religion than other age groups?"

B. Document all research items.

C. Prepare a one-page report answering the question.

1. Include at least two quotations.

2. Include a list of resources used.

D. Summarize the research orally.

III. Evaluation: Upon completion of your oral report, submit the job sheet to your instructor for evaluation. The following criteria will be used to evaluate your work.

A. Report

1. Depth of research	20 points
2. Answered question	15 points
3. Quotations	15 points
4. Bibliography	10 points
5. Neatness	10 points
B. Presentation	30 points

PHYSICAL, PSYCHOLOGICAL, AND SOCIOLOGICAL FACTORS
INFLUENCING AGING
UNIT I

UNIT TEST NAME _____

Matching: Place the letter of the definition before its correct term.

TERMS	DEFINITIONS
1. _____ Aging	a. The behavioral characteristics of an individual
2. _____ Learning	b. Extreme mental deterioration
3. _____ Memory	c. Those strong personal feelings that motivate behavior
4. _____ Overlearned behavior	d. A process for gaining knowledge
5. _____ Personality	e. A general term used for various biological, psychological, and sociological processes whereby an individual acquires the socially defined characteristics of old age.
6. _____ Senescence	f. A stage of development in which career goals are reached and consolidated
7. _____ Senility	g. Standards that are held for one group and not held for other group
8. _____ Stereotype	h. A housing facility organized primarily to perform services; such as personal care, housekeeping, mental health care, and /or medical care for its residents.
9. _____ Value	i. Behavior developed with learning which eventually becomes unconscious behavior
10. _____ Institution	j. The ability to remember, or recall, past experiences

11. List the eight phases of the life span in correct order along with the approximate corresponding chronological age.

	PHASE	AGE
a.	_____	_____
b.	_____	_____
c.	_____	_____
d.	_____	_____
e.	_____	_____
f.	_____	_____
g.	_____	_____
h.	_____	_____

12. Explain the following theories of aging:

a. Genetic theories _____

_____

_____

b. Counterpart theories _____

_____

_____

c. Accident theories _____

_____

_____

13. Fill in the blanks with the correct terms

a. The type of aging which deals with the longevity of the individual is known as _____.

b. The type of aging which deals with the changes in the conforming abilities of the individual is known as _____.

c. The type of aging which deals with the relationship between society's expectations and the social habits and roles of the individual is known as _____.

14. List four factors that influence the rapid increase of elderly people in America.

a. _____

b. _____

c. _____

d. _____

15. Place an "x" before each myth and stereotype often associated with older people.

_____a. People over 65 are unproductive.

_____b. All older people become senile.

_____c. Older adults all become rigid and dependent.

_____d. Older people can and do learn.

_____e. A large percent of older people have limited incomes.

_____f. Aging is normal.

_____g. Aging is universal.

_____h. Aging is unique to each individual.

_____i. Older people can and do change.

_____j. Aging and illness are synonymous.

_____k. Lifetime goals should be reached by 65.

_____l. All older people withdraw from society.

_____m. Old age is a time of the "golden years."

_____n. Education is for the young and old.

_____o. Social Security is the one solid source of income on which all the elderly rely.

_____p. Most older people begin to notice impairments in their sight and hearing.

_____q. Psychological functioning can be maintained into old age with the proper environment.

_____r. Most communities provide special agencies for the aging.

_____s. Teen-agers can benefit from seeing themselves as an older person.

_____t. Services to older adults are always beneficial to them.

16. The basic difference between the nutrient needs of the elderly and other adults is_____

_____

17. List five factors that influence the nutrition of the elderly.

a. _____

b. _____

c. _____

d. _____

e. _____

18. What are the two major nutritional problems which exist for the older person?

a. _____

b. _____

19. List five items that should be considered when choosing living arrangements for the aged.

a. _____

b. _____

c. _____

d. _____

e. _____

20. List three reasons the aged have for wanting to change living arrangements.

a. _____

b. _____

c. _____

21. Why do expenditures for clothing decrease as one gets older?

_____

_____

_____

_____

_____

22. True-False: Place a "T" before those statements that are "True" and an "F" before those that are "False".

_____a. A high percentage of older people maintain good vision.

_____b. Hearing trouble during the aging process is often compensated by decreasing the volume.

_____c. A slight loss in taste and smell occurs at approximately 30 years of age, while a large change occurs after 50 years of age.

_____d. The skin becomes less sensitive with age.

_____e. Exercising transports more oxygen to the tissue.

_____f. An increase in reaction and decision-making time occurs due to a change in the brain and central nervous system.

_____g. The amount of oxygen delivered to the bloodstream increases with age.

_____h. The rate of blood flow declines with age.

_____i. The digestive system of the older person becomes less sensitive, which can result in more frequent stomach upsets.

_____j. Frequent urination is not characteristic of aging.

_____k. A reduction in height of the elderly person is a result of stiffened joints and a change in bone structure.

_____l. Proper dental care can maintain healthy teeth throughout the life cycle.

_____m. Risk of heart disease in the older person can be lowered by not smoking, exercising moderately, and maintaining a moderate caloric, low-fat diet.

_____n. Several systems of the body are affected by physical activity.

_____o. The intestinal tract of the elderly person is faster in absorbing food than that of the younger individual.

23. List five factors that may influence the elderly's performance on learning tasks.

a. _____

b. _____

c. _____

d. _____

e. _____

24. List one purpose and one limitation of the Lifetime Learning Act.

a. purpose _____

_____

b. limitation _____

_____

25. List five factors which may result in a loss of sexual responsiveness.

a. _____

b. _____

c. _____

d. _____

e. _____

26. A term implying that both the parent and the child discover each other as individuals who relate to each other is known as _____.

27. Place the type of grandparent identified in the blank.

_____a. These grandparents display small amounts of authority and discipline while sharing leisure-time activities with their grandchildren.

_____b. These grandparents tend to ignore their grandchildren except on special occasions.

_____c. These grandparents do special favors for the grandchild yet they leave the parenting responsibilities to the parent.

_____d. These grandparents act as dispensers of teaching skills and advise.

_____e. These grandparents are given parental responsibilities for their grandchildren by the parent(s).

28. Name three factors which have resulted in the breakup of the traditional extended family in the U.S.

a. _____

b. _____

c. _____

29. Name four characteristics which may indicate the strength of kinship ties.

a. _____

b. _____

c. _____

d. _____

30. Name three characteristics of a subculture.

a. _____

b. _____

c. _____

31. List two characteristics of an elderly person's political behavior.

a. _____

_____

b. _____

PHYSICAL, PSYCHOLOGICAL, AND SOCIOLOGICAL FACTORS
INFLUENCING AGING
UNIT I

ANSWERS TO UNIT TEST

MATCHING

1.	e	6.	f
2.	d	7.	b
3.	j	8.	g
4.	i	9.	c
5.	a	10.	h

11. a. infancy - 2 years
    b. preschool - 2-5 years
    c. childhood - 5-12 years
    d. adolescence - 12-17 years
    e. early maturity - 17-25 years
    f. maturity - 25-55 years
    g. later maturity - 55-75 years
    h. old age - 75 + years

12. a. The process of aging is influenced by one's genes.
    b. The process of aging is influenced by early life origins.
    c. The process of aging is influenced by the acquisition of the results of random events and/or accidents.

13. a. biological
    b. psychological
    c. social

14. a. decrease in immigration
    b. gain in life expectancy
    c. reduction in mortality rates
    d. decline in fertility

15.

a.	x	k.	x
b.	x	l.	x
c.	x	m.	x
d.		n.	
e.	x	o.	x
f.		p.	
g.		q.	
h.		r.	
i.		s.	
j.	x	t.	x

16. the reduction in caloric intake for the elderly.

17. Any five of the following:

    a. food habits

    b. food fads and fallacies

    c. poor dental health

    d. loneliness

    e. shopping problems

    f. reduced incomes

18. a. nutritional inadequacies

    b. obesity

19. Any five of the following:

    a. privacy

    b. safety features

    c. sanitation and hygiene

    d. orientation to sunlight, breeze and ventilation

    e. level of adaptability

    f. continuing rehabilitation

20. Any three of the following:

    a. change in physical health

    b. an unfavorable change in the neighborhood environment

    c. desire for a more favorable climate

    d. personal reasons

21. This occurs because of the curtailment in social activities, unwillingness to accept changes in fashion, the demand for more casual clothes, and the lack of resources.

22.

a.	T	i.	F
b.	F	j.	F
c.	F	k.	T
d.	T	l.	T
e.	T	m.	T
f.	T	n.	T
g.	F	o.	F
h.	T		

23. a. pacing

b. motivation

c. task meaningfulness

d. value the individual places on learning

e. health status

24. a. Purpose - list one of the following:

1) train teacher

2) curriculum development

3) development of media

4) convert facilities

5) study of barriers to lifetime learning

b. limitation - list one of the following:

1) does not provide funding for new progress in adult higher education

2) I.Q.

3) environmental context

25. Any five of the following:

a. fatigue

b. sexual boredom

c. obsession with work

d. liquor

e. over eating

f. physical and/or mental illness

g. fear of failure

h. cultural stereotyping

26. interdependence

27. a. fun seekers

    b. distant figures

    c. formal

    d. suppliers of family wisdom

    e. surrogate parents

28. a. increasing affluence

    b. increasing mobility

    c. urbanization

29. a. the number of available kin

    b. the proximity of living arrangements

    c. extent of financial aids and services

    d. evidence of emotional closeness

30. Any three of the following:

    a. group awareness

    b. common interests

    c. common characteristics

    d. exclusion from society

31. a. The aged usually keep their support for the political party with which they were first affiliated.

    b. The elderly tend to show greater consistency in pre-election intent and actual voting preference than other age groups.

ECONOMIC FACTORS INFLUENCING AGING
UNIT II

UNIT OBJECTIVE

After completion of this unit, the student should be able to recognize the economic factors influencing aging process. This knowledge will be demonstrated by completion of the assignment sheets and job sheets, as well as by scoring at least 85 percent on the unit test.

SPECIFIC OBJECTIVES

After completion of this unit, the student should be able to:

1. Define six terms related to the economic aspects of aging.
2. Explain why older male participation in the work force has dropped since 1900, while the participation of older females has increased.
3. Name the single largest source of earnings for the older worker and the single largest source of retirement income.
4. List five reasons why the elderly are susceptible to fraud.
5. Name eight forms of fraud.
6. State the best solution for the prevention of fraud to the elderly.
7. Define "crib jobs".
8. List four reasons why the elderly do not want to report crime.
9. Explain how the following programs work:
   a. "Operation Identification"
   b. "Neighborhood Watch"
   c. "Operation Good Morning"
10. Describe the four types of wills.
11. State the three requirements for a valid will.
12. Describe the two methods for changing a will.
13. Gather information indicating how a loss in status identity may occur with retirement.

14. List six factors which will influence retirement.

15. Describe three social role orders as identified by Robert Havighurst.

16. Identify the developmental task of the retirement years.

17. Associate leisure-time activities with their proper categories.

18. List four factors that determine the choice of leisure-time activities.

19. Define "life review".

20. Explain the two possible outcomes of a "life review".

ECONOMIC FACTORS INFLUENCING AGING
UNIT II

SUGGESTED ACTIVITIES

I. Instructor

A. Provide student with unit objectives

B. Provide student with information sheets, assignment sheets, and job sheets

C. Discuss unit and specific objectives

D. Make transparencies

E. Provide resources and materials for job sheets

F. Prepare student to carry out job sheets and assignment sheets

G. Evaluate job sheets and assignment sheets

H. Evaluate test

II. Students

A. Read objectives

B. Study information sheets

C. Study and complete job sheets

D. Complete assignment sheets

E. Take Economic Factors Influencing Aging Test

INSTRUCTIONAL MATERIALS

I. Included in this unit

A. Objectives

B. Information sheets

C. Transparency masters

1. TM #1--Forms of Fraud

2. TM #2--Security Programs

3. TM #3--Types of Wills

4. TM #4--A Valid Will

5. TM #5--Categories for Informal Leisure-Time Activities

6. TM #6--Categories for Organized Leisure-Time Activities

D. Assignment sheets

1. AS #1--Leisure-Time Activities

2. AS #2--Economic Factors Influencing Aging Crossword Puzzle

E. Answers to assignment sheets

F. Job sheets

1. JS #1--Fraud

2. JS #2--Security Programs

3. JS #3--Loss of Status Identity vs. Retirement

G. Economic Factors Influencing Aging Test

H. Answers to test

ECONOMIC FACTORS INFLUENCING AGING
UNIT II

INFORMATION OUTLINE

I. Terms and Definitions

A. Codicil - an addition or supplement to a will

B. Executor - a male administrator of a will

C. Executrix - a female administrator of a will

D. Pension - a periodic payment to a person or his/her family given as a result of previous on-the-job service.

E. Retirement - the separation of an individual from a work role; a role performed for pay.

F. Testator - one who has made a legally valid will before death.

II. Economic Aspects of Aging

A. Employment

1. Since 1900, the older male participation in the work force has dropped, while older female participation has risen slightly.

(NOTE: This increase is due primarily to more women entering and remaining as participants in the work force.)

2. The diminishing participation rate of older workers in the labor force is a result of several factors.

(NOTE: These factors include physical disabilities, plant relocations, compulsory retirement programs, discrimination against older workers, and outdated skills.)

B. Income maintenance

1. The elderly have a difficult time maintaining an income level compatible with the minimal demands of the living patterns of present day society.

2. The single largest source of earnings for the older worker is employment.

3. The Old Age and Survivors Insurance Program of the Social Security Act is the single largest source of retirement income.

(NOTE: Employer pension plans are the second largest source of retirement income. Other forms of income include private pension plans with life insurance companies and life insurance benefit payments.)

C. Victimization of the Elderly (TM #1)

(NOTE: The following two types of victimization can affect the elderly psychologically.)

1. Fraud (JS #1)

a. The elderly are prime targets for the various "con artists".

(NOTE: Various reasons for the elderly's susceptibility to fraud are pain and anxiety, fear of aging and death, loneliness, grief and depression, organic brain damage, physical health, educational level, cultural characteristics, and poverty.)

b. A variety of forms of fraud exist.

1) Medical quackery

(NOTE: This is the most widespread form of fraud. It has a long history; e.g., hair growing prescriptions were recorded as early as 3400 B.C. for the balding Egyptian King Teta. Quackery methods consist of the "door-bell doctor", the "health lecturer", "mail-order frauds", anti-aging schemes, fake hearing aids, various psychological quackery, and false arthritic cures.)

2) Retirement land deals

(NOTE: This often involves a misrepresentation of the quality of the land and its investment value.)

3) Working at home

(NOTE: A popular fraud of this type is the advertisement which says how one can make a lot of money by stuffing envelopes at home. One must usually go through a long and costly process to supposedly gain information about this type of employment.)

4) Joining a buying group

(NOTE: Buying such a membership allows the individual to shop at a chain of stores that do not exist.)

5) "Loneliness" industry

(NOTE: This industry offers computerized dating and "life-time" dance lessons as bait for the elderly.)

6) "Get-rich quick" schemes

(NOTE: This includes condominium buying in which the new owner is misinformed about services, such as yard work, plumbing, wiring, etc., that are necessary to maintain the property.)

7) Insurance fraud

(NOTE: Many times this can be found in mail-order health insurance schemes.)

8) Confidence games

(NOTE: This is one of the more frequent crimes committed against the elderly. Attempts are made of the elderly to get money from accounts in banks, credit unions, and savings and loan associations.)

c. A well-informed elderly population is the best solution to preventing fraud.

(NOTE: Information can be presented through consumer education campaigns, the consumer protection movement, and various organizations which provide needed information and services to the elderly.)

2. Criminal violence

a. The fear of being attacked, tortured, and/or murdered is the major concern of the elderly in America.

(NOTE: Though there is less crime among the elderly than the young, more severe consequences occur to this age group because of their vulnerability. Because the elderly may have poor vision, hearing losses, reduced coordination, delayed motor and mental responses, and a multitude of other physical and mental impairments that often accompany the aging process, they fear violent crime.)

b. Crimes committed against the elderly are often referred to as "crib jobs", because it is as simple as taking candy from a baby.

c. Most violent crimes against the elderly are committed by persons between the ages of fifteen and twenty-four.

d. Factors exist which expose the elderly to attack.

   1) dependence on public transportation

   2) income received at specific periods of the month

   3) living in high-density, low income housing

e. Reasons exist for the elderly not wanting to report crime.

   1) fear of retaliation

   2) a waste of time due to past results of judicial action

   3) humiliation and embarrassment

   4) pessimism about the recovery of stolen articles

f. By removing or reducing the opportunity, many crimes can be prevented. Various programs exist which help reduce the opportunity for crime to occur. (TM #2)(JS #2)

   1) "Operation Identification" - one's name, social security number, etc. are inscribed on valuable articles for identification purposes.

   2) "Neighborhood Watch" - individuals within a neighborhood are taught how to suspect the possible occurrence of crimes and what to do should crime be suspected.

   3) Teenage volunteer escort service - local teen-agers volunteer their time and services in escorting the elderly.

   4) Self-defense programs - lessons and courses aimed at preparing the individual for self-defense.

5) "Operation Good Morning" - a community project where the elderly are called at a specific time each morning to verify security measures.

D. Wills and estate planning (TM #3)

1. Advantages of a will

a. Saves estate taxes

b. Avoids impersonal disposition of property

c. Designates a guardian and/or a trustee

2. Eligibility requirements for making a will

a. Eighteen years old

b. Sound of mind

c. Free from undue influence

3. Types of wills

a. Holographic wills - the will appears entirely in the handwriting of the testator.

b. Nuncupative wills - wills given orally

c. Joint wills and mutual wills - a will involving more than one testator

d. Conditional wills - specific conditions are stated in the will.

4. Requirements for a valid will (TM #4)

a. Properly written

(NOTE: They may be typewritten, handwritten, and/or printed.)

b. Properly signed by the testator

(NOTE: If the will contains more than one page, each unsigned page must be initialed by the testator.)

c. Properly witnessed

(NOTE: The witnesses should be neither relatives or beneficiaries. Although the witnesses are requested to sign the will, they do not need to know the contents of the will.)

5. Methods for changing or revoking a will

   a. Destroy original will and make a new one.

   b. Add a codicil.

(NOTE: The codicil should be in writing, signed, and witnessed.)

6. Disposition of property and/or an estate

   a. With a valid will

      1) The executor/executrix submits the will to the probate court.

      2) A hearing will be held to determine the validity of the will. The witnesses will testify that they signed the will.

      3) If the court is satisfied, the executor/executrix will receive letters of testamentary, which is a certificate of authority to act.

      4) The executor/executrix will dispose of the property and estate as designated in the will.

      5) The executor/executrix submits an account to the court as to how the will was fulfilled.

      6) The court discharges the executor/executrix of his/her responsibilities.

   b. Without a valid will (intestate)

      1) Administration is appointed to take charge of the property under the court's supervision.

      2) Property will be distributed according to the state laws of descent.

E. Financial planning

1. Planning early helps prepare one for the emergencies of tomorrow.

(NOTE: Some of the emergencies of tomorrow include medical bills, reduced income, and funeral bills.)

2. Those who have adequately planned for retirement adjust to retirement faster than those who try to avoid the issue of retirement.

III. Retirement (JS #3)

A. Financial security is one of the most important factors in determining whether or not a couple will enjoy retirement.

B. Problems in social relationships occur with retirement.

1. Difficulty in moving physically and geographically to increase sociability

2. Loss of status identity

(NOTE: In many cases, this status identity is related to one's work role.)

3. Loss of peer group

C. Factors exist which may influence retirement.

1. Age

2. Race

(NOTE: Studies indicate that whites tend to retire more than non-whites.)

3. Health

4. Occupational status

(NOTE: An individual may retire to escape stress-producing on-the-job situations.)

5. Post-retirement income

6. Employment opportunities

(NOTE: Once retired, the elderly tend to have a difficult time locating jobs if they want to remain in the employment ranks.)

D. Factors exist that influence the successful adjustment to retirement.

1. Income level

2. Opportunity for social interaction

3. Nature of one's self concept

4. Patterns of activity

5. Satisfaction from one's career or job

6. Pre-retirement planning

(NOTE: All kinds of assistance are available to help individuals plan and prepare for retirement at the federal, state, and local levels.)

IV. Manageability of the Retirement Years

A. Social roles

1. Robert J. Havighurst identifies three role orders.

a. First order roles: parent, spouse, homemaker, and worker

(NOTE: These roles have been thoroughly internalized. Of these roles, the homemaker role is least affected by age.)

b. Second order roles: friend and leisure-time users

(NOTE: These roles provide sufficient reward value to the individual.)

c. Third order roles: citizen and club member

(NOTE: These roles are generally poorly performed because they have no great reward value for most individuals.)

2. As one gets older, the number of social roles he/she maintains becomes fewer.

(NOTE: Most of the decrease can be attributed to the loss of the roles of worker and kinsman.)

3. Social isolation may be a result of one, or several factors.

(NOTE: These factors include unemployment, retirement, education, absence of spouse, chronic illness, socioeconomic status, ethnic group membership, sex, and housing.)

B. Developmental tasks of the retirement years

1. Finding reasons for making life meaningful

2. Adjusting to the available income level

3. Making the living arrangement with the spouse

4. Trying to keep well and physically fit

5. Continuing mental and emotional growth

6. Keeping socially active

7. Facing death as an inevitable part of life

C. Leisure-time (TM #5)(TM#6)

1. Many people prefer to retire at 65 or before for the added leisure-time rather than continue working for additional money.

2. Nine categories exist for classifying leisure-time activities. (AS #1)

   a. Employment-associated activities

   b. Family life activities

   c. Homemaking activities

   d. Civil/political activities

   e. Church-related activities

   f. Professional activities

   g. Social league activities

   h. Informal personal/social activities

   i. Free-choice activities

(NOTE: This category includes such activities as hobbies, reading, and watching television.)

3. Leisure activities may fall into one of six patterns.

(NOTE: Individuals may choose leisure activities based on any of these factors.)

   a. Challenging new adventures

   b. Useful accomplishments

   c. Sheer pleasure

d. Routine activity requiring initiative and minimal time

e. Routine activities requiring maximum time

f. Apathy

4. Four factors exist that determine the choice of leisure activities.

a. Health

b. Personality

c. Experience

d. Opportunity

1) Physical location

(NOTE: This factor takes into consideration the climate and surrounding terrain.)

2) Community facilities

(NOTE: This factor includes Golden Age Clubs, YMCA's, and local community recreation centers for senior citizens.)

D. As an individual gets older, he/she becomes more dependent on the services provided by others.

(NOTE: This is a result of a decrease in health and/or income.)

V. Life review (AS #2)

A. A life review is a common, normal process for many older people in which the adult examines the past to promote self-awareness.

(NOTE: This process generally allows the person to recognize both the achievements and failures of the past.)

B. One of two outcomes may result from the life review process.

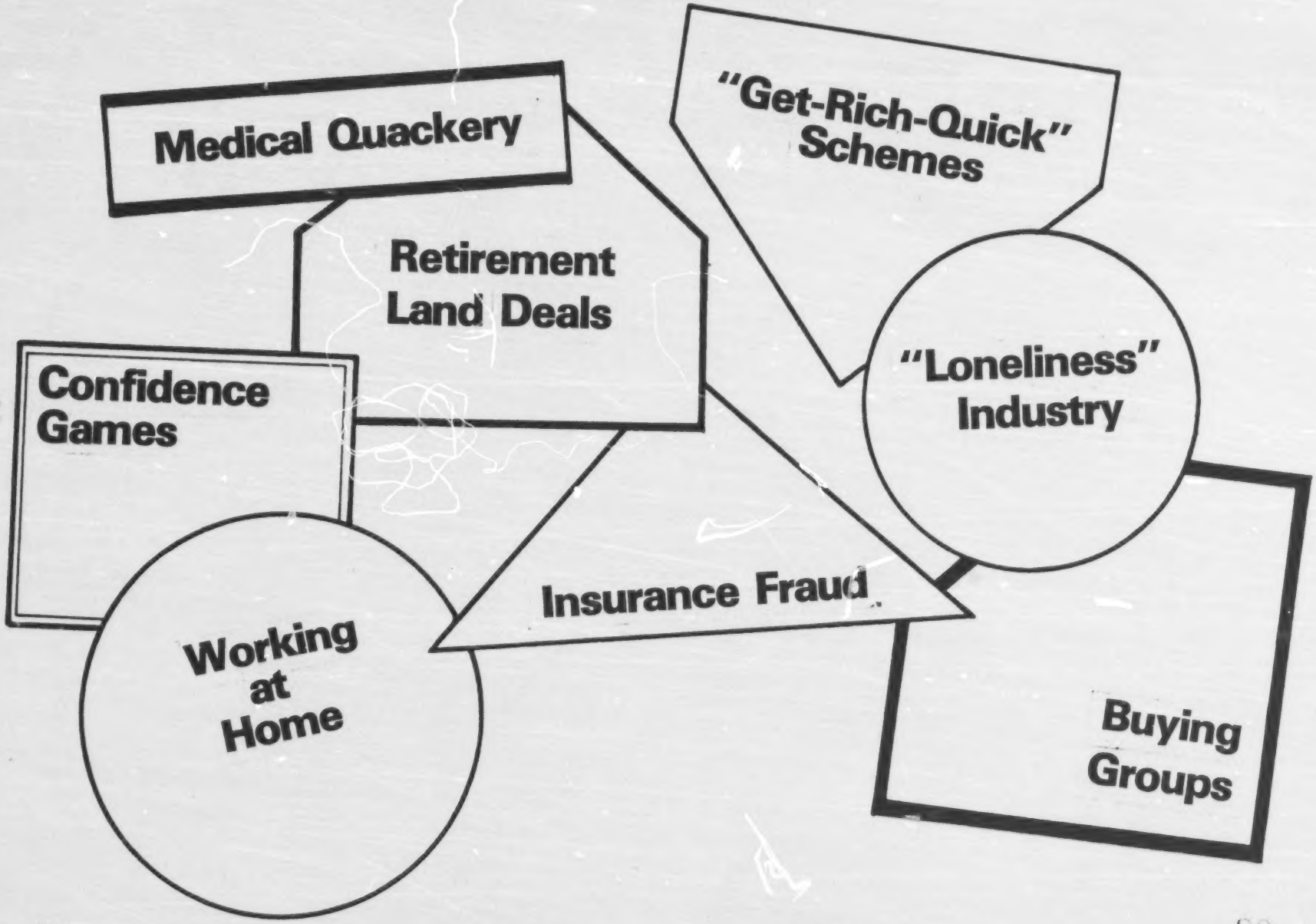
1. The individual may be optimistic about the remaining years by deciding to make the most of the remaining time.

(NOTE: This optimism may result in righting old wrongs, accepting mortality, making peace with others, achieving peace of mind, taking pride in accomplishments, and possessing feelings of superior achievement.)

2. The individual regrets what has happened in the past and desires current changes.

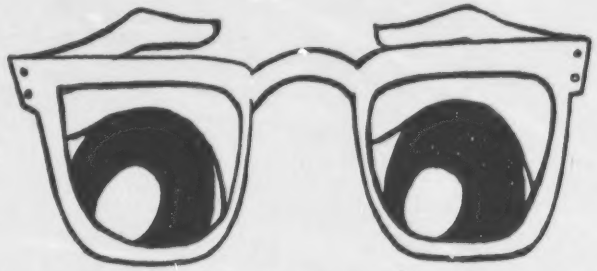
(NOTE: This individual fears death.)

FORMS OF FRAUD



"Operation

Identification"



"Neighborhood Watch"

Self-defense Programs

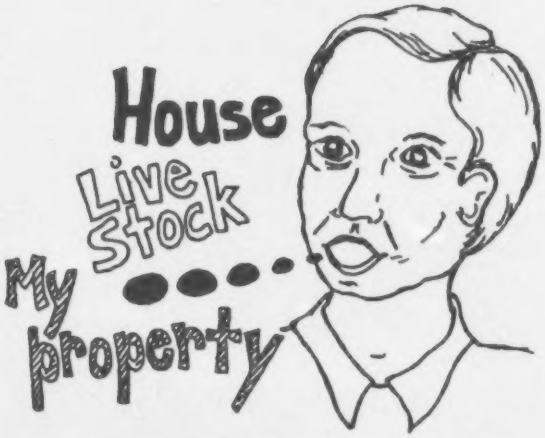
Volunteer Escort Service

"Operation Good Morning"

SECURITY PROGRAMS

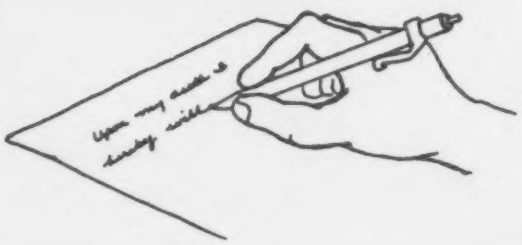
TYPES OF WILLS

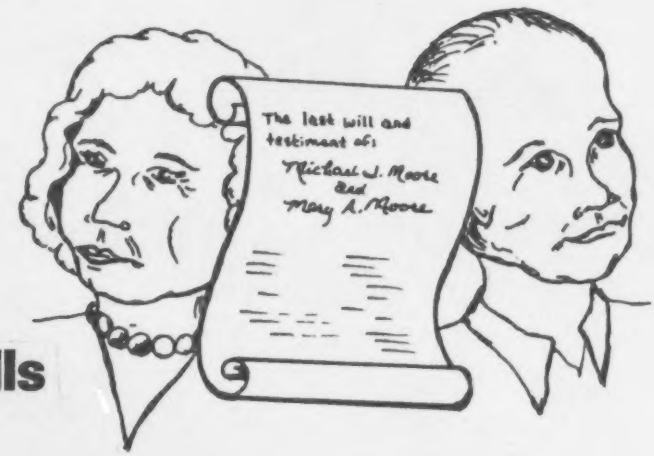
Conditional Wills



Nuncupative Wills

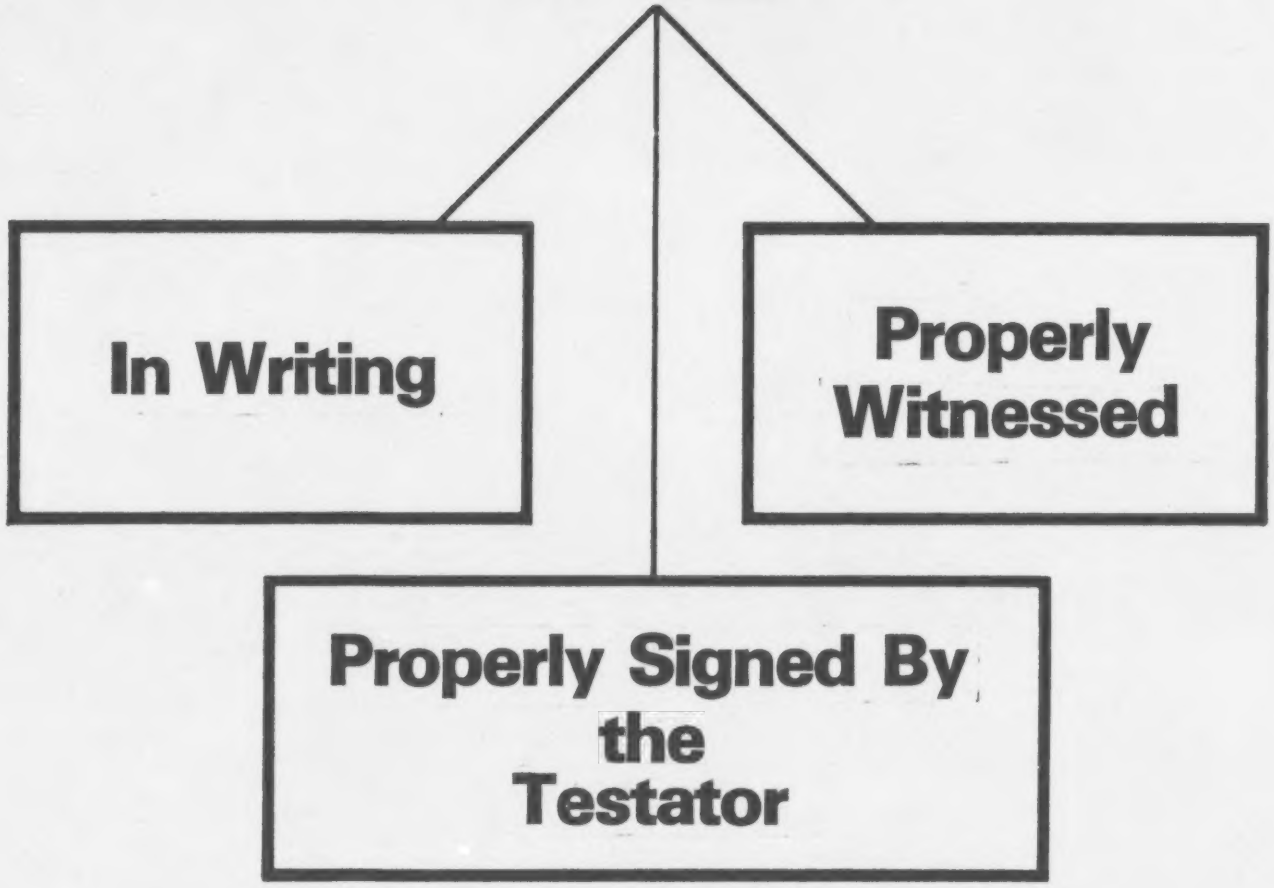
Holographic Wills





Joint Wills

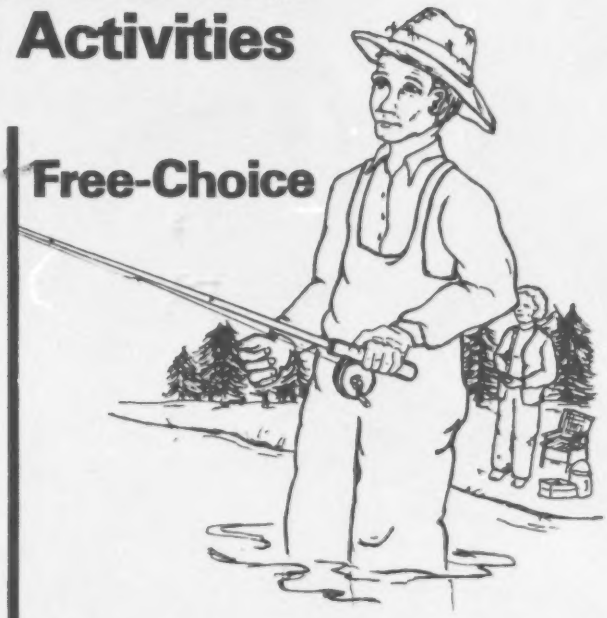
A VALID WILL
must be:



Categories For Informal Leisure-Time Activities

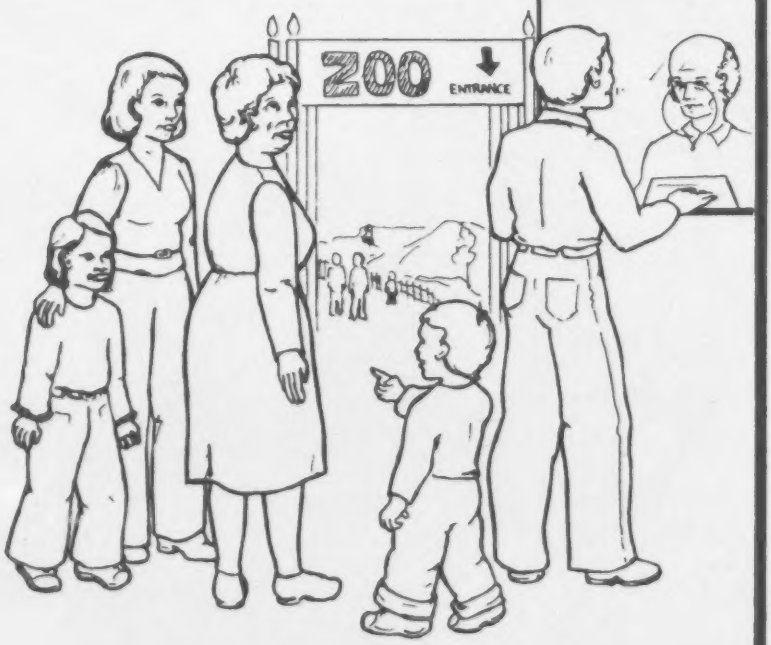
Homemaking

Free-Choice



Informal Personal/ Social Relations

Family Life



Social League

Categories For Organized Leisure-Time Activities

Church-Related

Employment-Associated

Professional

Civil/Political

ECONOMIC FACTORS INFLUENCING AGING
UNIT II

ASSIGNMENT SHEET #1: LEISURE-TIME ACTIVITIES

Directions: For each classification category, write two possible leisure-time activities that would belong to that category.

1. Employment-associated activities

_____

_____

2. Family life activities

_____

_____

3. Homemaking activities

_____

_____

4. Civil/political activities

_____

_____

5. Church-related activities

_____

_____

6. Professional activities

_____

_____

7. Social league activities

_____

_____

8. Informal personal/social activities

_____

_____

9. Free-choice activities

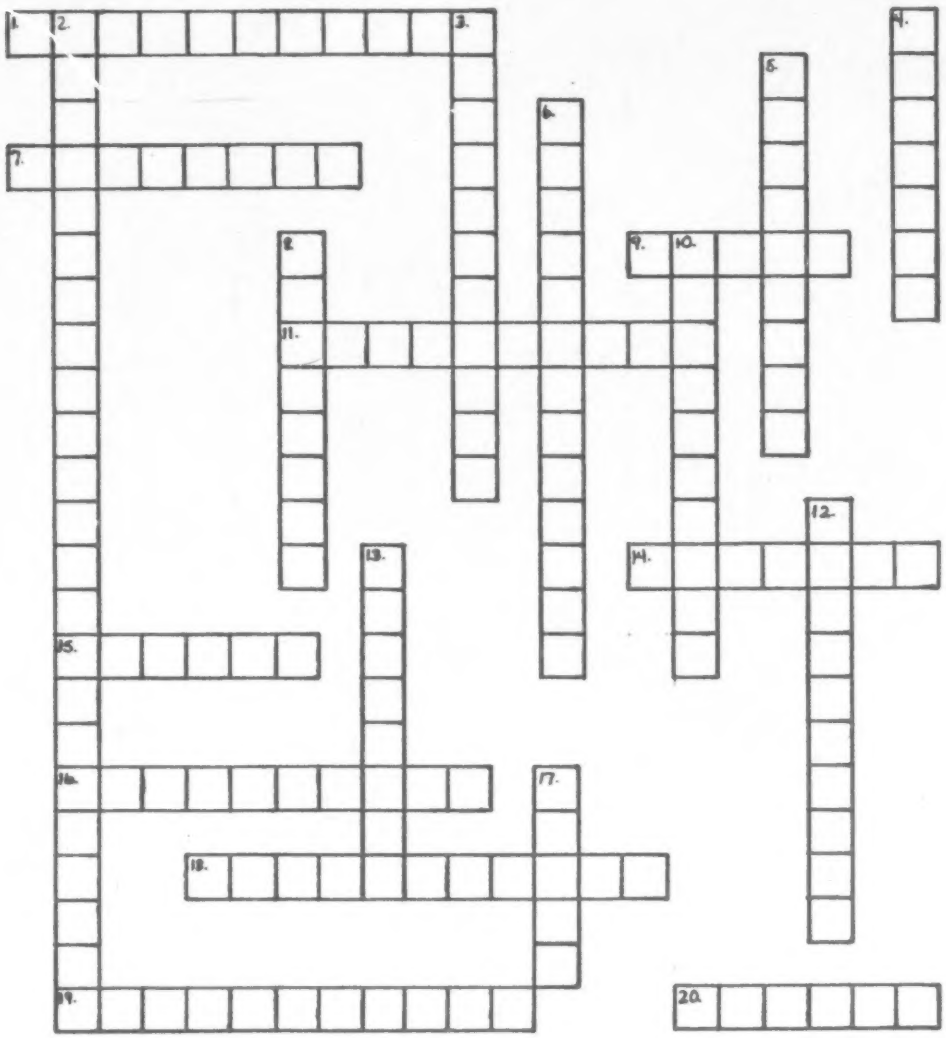
_____

_____

ECONOMIC FACTORS INFLUENCING AGING
UNIT II

ASSIGNMENT SHEET #2: ECONOMIC FACTORS INFLUENCING AGING CROSSWORD PUZZLE

Directions: Write the word in the blanks on the puzzle form which completes the sentence or thought.



ACROSS

1. The type of will that appears entirely in the handwriting of the testator.

7. Crimes committed against the elderly (2 words).

9. A type of victimization

11. It is the single largest source of earnings for the older worker.

14. A periodic payment to a person or his/her family given as a result of previous on-the-job service.

15. Employer pension plans are the second largest source of retirement _____.

16. _____ games is one of the most frequent crimes committed against the elderly.

18. The elderly do not report crime because of a fear of _____.

19. The type of will that is given orally

20. A factor which may influence retirement

DOWN

2. A program in which one's name, social security number, etc. are inscribed on valuable articles for identification purposes

3. The type of will in which specific conditions are stated

4. An addition or supplement to a will

5. A female administrator of a will

6. Fraud and criminal violence are two types of it.

8. A male administrator of a will

10. The separation of an individual from a work role; a role performed for pay

12. It is a common, normal process for many older people in which the adult examines the past to promote self-awareness.

13. _____ violence is a type of victimization.

17. Citizen and club member are example roles of this social order.

ECONOMIC FACTORS INFLUENCING AGING
UNIT II

ANSWERS TO ASSIGNMENT SHEET #1

Possible answers for each of the categories will vary. A few which may be acceptable would include:

1. Employment-associated activities: company teams
   company-related operations

2. Family life activities: picnics
   family trips

3. Homemaking activities: decorating the home
   preparing gourmet foods

4. Civil/political activities: volunteer organizations
   young Republician's/Democrats/
   independent organizations

5. Church-related activities: belong to a choir
   care for young children

6. Professional activities: professional organizations related to original job
   honorary organizations

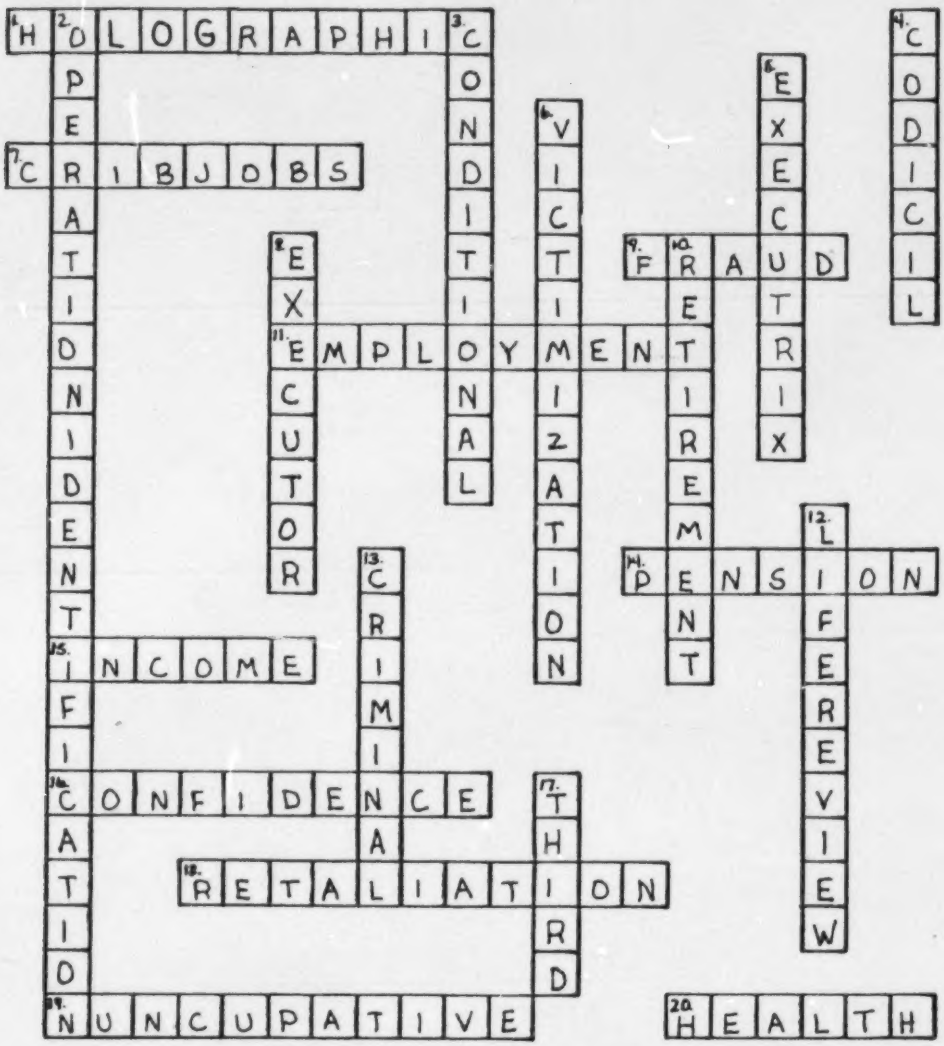
7. Social league activities: sports related activities (bowling league) political activist organizations

8. Informal personal/social activities: craft clubs
   having a party
   environmental organizations
   fishing, hunting

9. Free-choice activities: watching television
   reading
   woodworking
   crocheting

ECONOMIC FACTORS INFLUENCING AGING
UNIT II

ANSWERS TO ASSIGNMENT SHEET #2



ECONOMIC FACTORS INFLUENCING AGING
UNIT II

JOB SHEET #1: FRAUD

I. Materials Needed

A. Pencil and paper

B. Resource materials (magazines, books, newspapers, etc.)

II. Procedure

A. The class will be divided into small groups.

B. Each group will be assigned a form of fraud to study.

C. Each group will present a written report about the assigned form of fraud which will include the following items:

1. The name of the assigned fraud

2. An explanation of the assigned fraud

3. The prevalence of the assigned fraud--statistics

4. The effects of the assigned fraud on the elderly

5. Two case examples of the assigned fraud (may be hypothetical)

6. Method(s) of preventing the assigned fraud

D. Each group will present a ten-minute oral summary presentation to the class.

E. Written reports will be given to the instructor for evaluation.

III. Evaluation

A. Report

1. Completed assignment	10 points
2. Name of the assigned fraud	3 points
3. Explanation of the assigned fraud	30 points
4. Prevalence of the assigned fraud	25 points
5. Effects on the elderly of the assigned fraud	25 points

6.	Case examples	20 points
7.	Methods of preventing the assigned fraud	20 points
8.	Neatness	10 points
B.	Presentation	
1.	Within ten-minute time limit	10 points
2.	Summarized research findings	40 points

ECONOMIC FACTORS INFLUENCING AGING
UNIT II

JOB SHEET #2: SECURITY PROGRAMS

I. Material Needed

A. Paper and pencil

B. Resource material (newspapers, magazines, books, etc.)

II. Procedure

A. The class will be divided into small groups.

B. Each group will be assigned one of the following programs:

1. "Operation Identification"

2. "Neighborhood Watch"

3. "Operation Good Morning"

C. Each group will gather information about the assigned program and how the program works.

D. Each group will present a creative ten-minute oral presentation about the assigned program. Examples may be included in the presentation.

E. A list of the resources used to develop your presentation is submitted to your instructor upon completion of the group's report.

III. Evaluation: Upon completion of the oral presentation, your instructor will evaluate your presentation using the following criteria:

A. Creativity	25 points
B. Explanation of the program	30 points
C. Explanation of how the program works	30 points
D. Range of resources used	15 points
E. Responsibility for presenting report shared equally among group members	10 points

ECONOMIC FACTORS INFLUENCING AGING
UNIT II

JOB SHEET #3: LOSS OF STATUS IDENTITY VS. RETIREMENT

I. Materials Needed

A. Pencil and paper

B. Resource materials (people, books, magazines, etc.)

II. Procedure

A. Each student is to gather information from resource materials about how a loss of status identity may occur with retirement.

B. Each student is to present to the instructor a written two-page summary of the findings for evaluation.

C. At least three quotations must be used, and a bibliography must be included as a third page.

III. Evaluation

A.	Thoroughness of research	50 points
B.	Conclusion drawn from study identified	10 points
C.	Three quotations	10 points
D.	Bibliography	20 points
E.	Neatness	10 points

ECONOMIC FACTORS INFLUENCING AGING
UNIT II

UNIT TEST STUDENT_____

1. Define the following terms:

   a. Codicil _____

   _____

   b. Executor _____

   _____

   c. Retirement _____

   _____

   d. Pension _____

   _____

   e. Executrix _____

   _____

   f. Testator _____

   _____

2. Explain why older male participation in the work force has dropped since 1900 while the participation of older females has increased. _____

   _____

   _____

3. Fill in the blanks with the appropriate terms.

   a. The single largest source of earnings for the older worker is _____

   b. The single largest source of retirement income is _____

   _____

4. List five reasons why the elderly are susceptible to fraud.

   a. _____

   b. _____

c. _____

d. _____

e. _____

5. Name five different forms of fraud.

a. _____

b. _____

c. _____

d. _____

e. _____

6. What is the best solution for prevent fraud against the elderly? _____

_____

7. What are "crib jobs"? _____

_____

8. List four reasons why the elderly do not want to report crime.

a. _____

b. _____

c. _____

d. _____

9. Explain how the following programs work:

a. "Operation Identification" _____

_____

_____

_____

_____

b. "Neighborhood Watch" _____

_____

_____

_____

_____

c. "Operation Good Morning" _____

_____

_____

_____

_____

10. Describe the following types of wills:

a. Holographic wills - _____

_____

_____

b. Nuncupative wills - _____

_____

_____

c. Joint wills and mutual wills - _____

_____

_____

d. Conditional wills - _____

_____

_____

11. What are the three requirements for a valid will?

a. _____

b. _____

c. _____

12. Describe the two methods for changing a will.

a. _____

_____

_____

b. _____

_____

_____

13. List six factors which will influence retirement.

a. _____

b. _____

c. _____

d. _____

e. _____

f. _____

14. Describe the three social role orders as identified by Robert Havighurst

a. First order roles _____

_____

_____

b. Second order roles _____

_____

_____

c. Third order roles _____

_____

_____

15. Place a "t" before those statements which are developmental tasks of the retirement years and a "o" before those which are not developmental tasks of the retirement years.

_____a. Adjusting to the available income level

_____b. Ignoring death

_____c. Decreasing social activities

_____d. Finding reasons for making life meaningful

_____e. Continuing mental and emotional growth

Matching: Place the letter of the category before the corresponding leisure-time activity.

ACTIVITY	CATEGORY
_____16. Reading	a. Employment-associated activities
_____17. Voting	b. Family life activities
_____18. Having a party	c. Homemaking activities
_____19. Vacuuming the carpet	d. Civil/political activities
_____20. Attending a family reunion	e. Church-related activities
_____21. Becoming a country club member	f. Professional activities
	g. Social league activities
	h. Informal personal/social activities
	i. Free-choice activities

22. List four factors that determine the choice of leisure activities.

a. _____

b. _____

c. _____

d. _____

23. Define "life review." _____

_____

_____

24. Explain the two possible outcomes of a "life review".

a. _____

_____

_____

_____

b. _____

_____

_____

_____

ECONOMIC FACTORS INFLUENCING AGING
UNIT II

ANSWERS TO UNIT TEST

1. a. an addition or supplement to a will

   b. a male administrator of a will

   c. the separation of an individual from work role

   d. a periodic payment to a person or his/her family given as a result of previous on-the-job service

   e. a female administrator of a will

   f. one who had made a legally valid will before death

2. More women are entering and remaining in the work force.

3. a. employment

   b. old age and survivor's insurance program of the Social Security Act.

4. Any five of the following:

   a. pain and anxiety

   b. fear of aging and death

   c. loneliness

   d. grief and depression

   e. organic brain damage

   f. physical health

   g. personality

   h. educational level

   i. cultural characteristics

   j. poverty

5. Any five of the following:

   a. medical quackery

   b. retirement land deals

   c. working at home

d. joining a buying group

e. "loneliness" industry

f. "get-rich-quick" schemes

g. insurance frauds

h. confidence games

6. by keeping the elderly population well-informed

7. Crimes committed against the elderly.

8. a. fear of retaliation

b. a waste of time due to past results of judicial action

c. humiliation and embarrassment

d. pessimism about the recovery of stolen articles

9. a. One's name, social security number, etc. are inscribed on valuable articles for identification purposes.

b. Individuals within a neighborhood are taught how to suspect the possible occurrence of crime and what to do should crime be suspected.

c. A community project where the elderly are called at a specific time each morning to verify security measures.

10. a. The will appears entirely in the handwriting of the testator.

b. wills given orally

c. a will involving more than one testator

d. specific conditions are stated in the will

11. a. must be in writing

b. must be properly signed by the testator

c. must be properly witnessed

12. a. destroy the original will and make a new one.

b. add a codicil, which should be in writing, signed, and witnessed.

13. a. age

    b. race

    c. health

    d. occupational status

    e. post-retirement income

    f. employment opportunities

14. a. These roles have been thoroughly internalized.

    b. These roles provide sufficient reward value to the individual.

    c. These roles are generally poorly performed because they have no great reward value for most individuals.

15. a. t
    b. o
    c. o
    d. t
    e. t

16. i

17. d

18. h

19. c

20. b

21. g

22. a. health

    b. personality

    c. experience

    d. opportunity

23. A life review is a common, normal process for many older people in which the adult examines the past to promote self-awareness.

24. a. The individual may be optimistic about the remaining years by deciding to make the most of the remaining time.

b. The individual regrets what has happened in the past and desires current changes.

DEATH AND DYING
UNIT III

UNIT OBJECTIVE

After completion of this unit, the student should be able to recognize the various factors associated with death and dying. This knowledge will be demonstrated by completion of the assignment sheets and the job sheets and by scoring at least 85 percent on the unit test.

SPECIFIC OBJECTIVES

After completion of this unit, the student should be able to:

1. Match the types of approaches to death with their related characteristics.
2. Criticize America as a death-denying society.
3. Associate the stages of accepting death with their characteristics.
4. Match the post-funeral behavior types with their characteristics.
5. Name five recovery and stabilization tasks.
6. Specify how adjustment to single life can be a "role loss" and "role change".
7. Describe three situations that may occur while an adjustment to single life is being made.
8. Name agencies/resources for the aging.
9. Compile a list of agencies/resources available for the elderly in the community.
10. Discuss three future trends in the area of aging.
11. Identify careers in aging services.

DEATH AND DYING
UNIT III

SUGGESTED ACTIVITIES

I. Instructor

A. Provide student with unit objective

B. Provide student with information sheets, assignment sheets, and job sheets

C. Discuss unit and specific objectives

D. Make transparencies

E. Provide resources and materials for job sheets

F. Prepare students to carry out assignment sheets and job sheets

G. Evaluate assignment sheets and job sheets

H. Evaluate test

II. Students

A. Read objectives

B. Study information sheets

C. Complete assignment sheets

D. Complete job sheets

E. Take Death and Dying Test

INSTRUCTIONAL MATERIALS

I. Included in this unit

A. Objectives

B. Information sheets

C. Transparency masters

1. TM #1--Approaches to Death

2. TM #2--Stages of Accepting Death

3. TM #3--Careers in Aging Services

D. Assignment sheets

1. AS #1--Death and Dying Crosswork Puzzle
2. AS #2--Agencies/Resources
3. AS #3--Careers in the Area of Aging

E. Answers to assignment sheets

F. Job sheets

1. JS #1--Role Loss and Role Change in Retirement
2. JS #2--Adjusting to Being Single Again
3. JS #3--Future Trends Collage

G. Death and Dying Test

H. Answers to test

DEATH AND DYING
UNIT III

INFORMATION OUTLINE

I. Death and Dying

A. Various approaches to death (TM #1)(AS #1)

1. Welcomers

(NOTE: These individuals tend to look forward to death as the most mysterious growth event of their lives.)

2. Resigners

(NOTE: These individuals accept death, yet do not anticipate it as much as the "welcomers" do.)

3. Postponers

(NOTE: These individuals recognize death, yet not in the present context.)

4. Disdainers

(NOTE: These individuals ignore and reject death.)

5. Fearers

(NOTE: These individuals dread the terror of death.)

B. America is a death-denying society. Children are not reared to confront death; therefore, as adults, they tend to fear death and to be uncomfortable (and often are lost for words) while in the presence of a terminally ill or dying person.

1. This fear can often be lessened by educating children that through strength and sharing we can face any crisis, including death.

2. Many times we make it harder on the dying person by not facing up to the situation and discussing it with them.

C. Views about America as a death-denying society.

1. Review ideas concerning America as a death-denying society.

2. Take a position and justify this position.

3. Evaluate the chosen position.

D. Elizabeth Kubler Ross developed a five-stage theory on accepting death (TM #2)

(NOTE: Many scientists question this theory because not everyone will proceed through all five stages.)

1. Shock and denial

(NOTE: A patient's statement may be: "This can't happen to me.")

2. Anger

(NOTE: A patient's statement may be: "Why me?)

3. Bargaining

(NOTE: A patient's statement may be: "Yes, it is happening to me--but." With this stage, the patient is beginning to acknowledge that time is limited.)

4. Depression

(NOTE: A patient's statement may be: "Yes, me." This stage is usually shorter when the dying person expresses grief.)

5. Acceptance and peace

(NOTE: A patient's statement may be: "My time is very close now, and it's all right.")

II. Post-Funeral Period (AS #1)

(NOTE: The survivor's behavior has been categorized into five types. An individual's behavior may exhibit characteristics of more than one category.)

A. Acquiescent type

(NOTE: The death is recognized and intellectually accepted.)

B. Excited types

(NOTE: The survivor becomes involved in constant activity.)

C. Protestive type

(NOTE: The survivor's response may be self-centered and involve crying.)

D. Detached type

(NOTE: The survivor becomes impassive and indifferent.)

E. Despondent type

(NOTE: The survivor enters a state of depression.)

III. Recovery and Stabilization Tasks

(NOTE: These tasks are usually present in the recovery stage; yet each individual may not be involved in all of the tasks)

A. Transfer of attachments

B. Participation in organizations

C. Identification with the deceased

D. Memory fantasies

E. Repressive-reclusive behaviors

(NOTE: This behavior involves controlling one's tendencies to withdraw from stressful situations.)

IV. Adjusting to Being Single Again (JS #1)(JS #2)

A. Role loss vs. role change

(NOTE: A role change occurs because of the loss of a spouse. This role change could occur shortly after marriage, so the same principles are applicable then. The major difference in it occuring earlier in life is that the role change is more temporary for the younger person because of a greater chance for remarriage.)

B. "Grief work"

(NOTE: This is a process that is necessary for adjustment. The individual must cope with the death and attempt to adjust to the new lifestyle.)

C. Monetary problems

(NOTE: This often curtails opportunities for activities which restrict the individual's adjustment to a new role.)

D. Societal difficulties

(NOTE: Some of these difficulties include exclusion from activities with married friends; lack of an escort; prime victim of fraud and thievery; and deprivation of sexual experiences due to the lack of a partner.)

V. Agencies/Resources for the Aging (AS #2)

A. Adult health conferences

B. Screening programs

C. Lab services

D. Health education and public information

E. Social services

F. Information and referral services

G. Dental health

H. Mental health

I. Pre-retirement counseling

J. Recreational programs and volunteer services

K. Home delivered meals

L. Rehabilitation and nutrition counseling

M. Nursing services and home health services

N. Homemakers and home health aids

O. County extension agencies

P. Congregate meal programs

VI. Future Outlook in Aging (JS #3)

A. Increased life span

B. Immortality for people due to advances in medical technology

C. Reversible senility

D. Growth of the older population

1. Rapid acceleration

2. Increased stability and maintance of health

E. Expanding career opportunities in social gerontology

VII. Careers in the Area of Aging (TM #3)(AS #3)

A. Minimum education - high school

1. Social work aide
2. Child development aide
3. Caregiver/enabler
4. Long-term care facility aide

B. Minimum education - Bachelor's Degree

1. Social worker
2. Teacher
3. Director of home companion services
4. Long-term care facility social worker/asst. administrator

C. Minimum education - Master's Degree

1. Administrator for social work
2. Day care administrator
3. Director of programs for the elderly
4. Long-term care facility administrator

D. Educational requirement - higher than Master's Degree

1. Public welfare administrator
2. Curriculum consultant project director
3. Gerontologist consultant/trainer
4. Consultant/administrator

APPROACHES TO DEATH

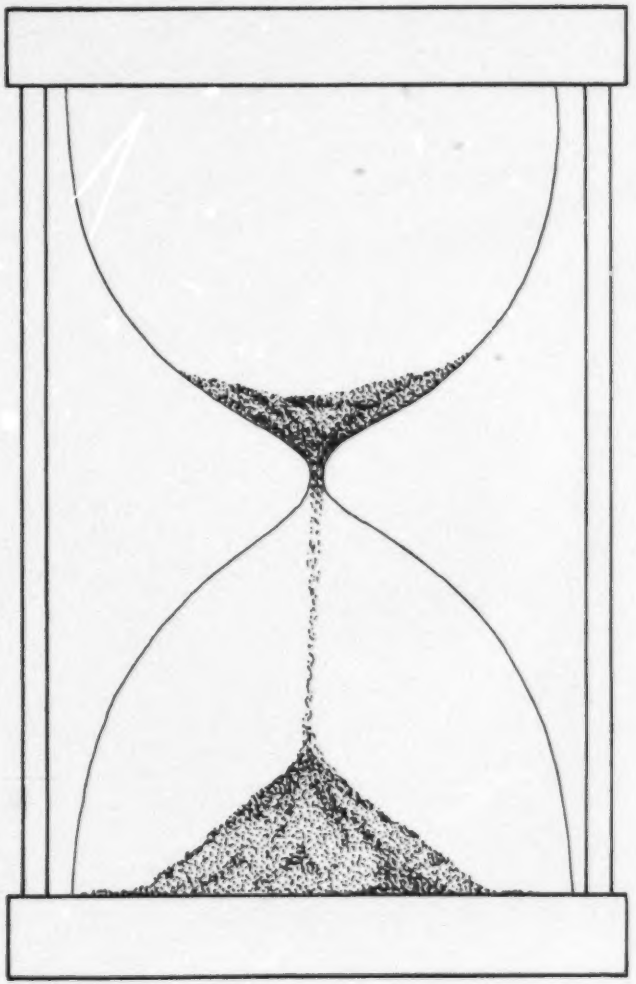
FEARERS

DISDAINERS

RESIGNERS

POSTPONERS

WELCOMERS

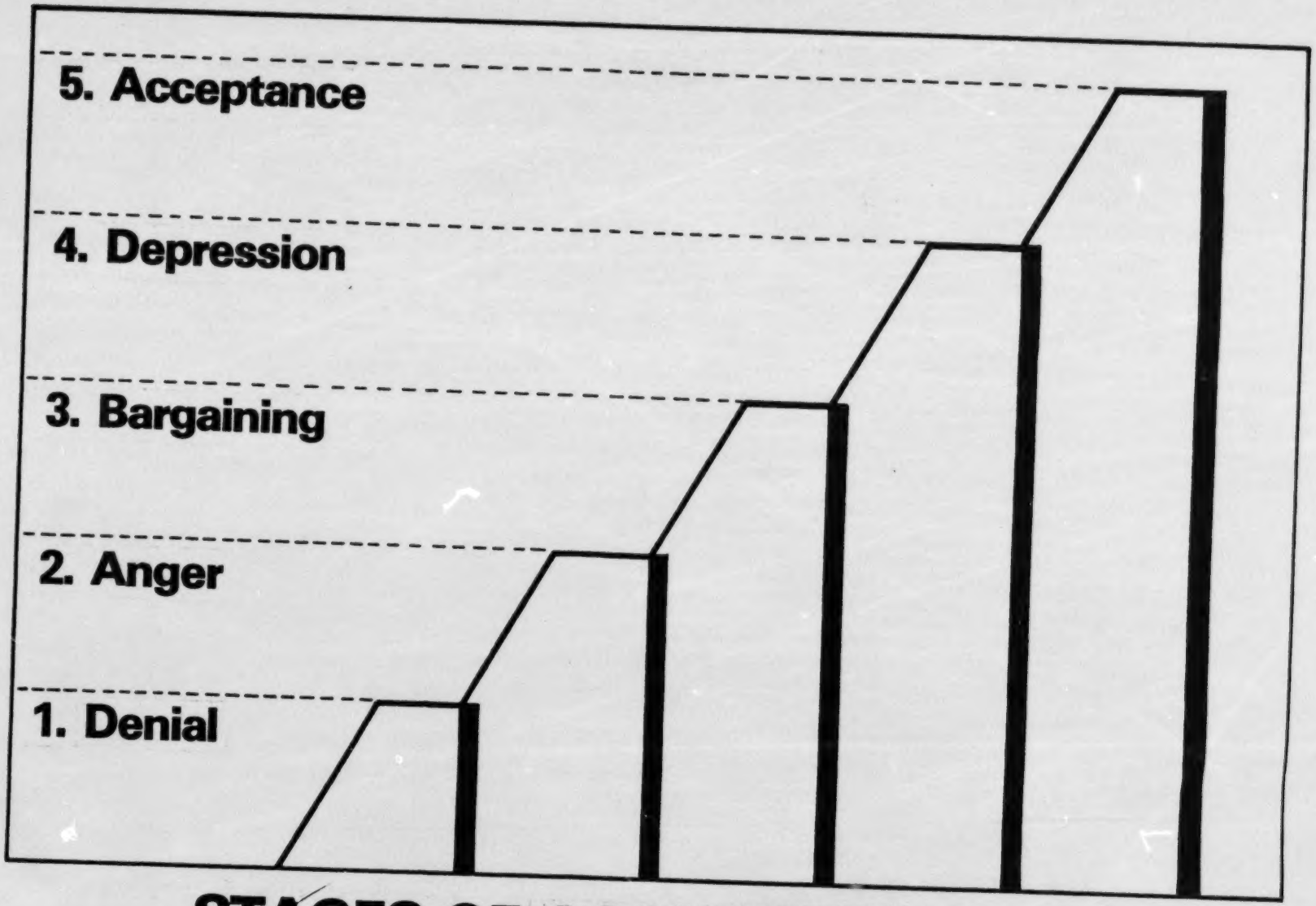


129

119

120

TM-III-1



STAGES OF ACCEPTING DEATH

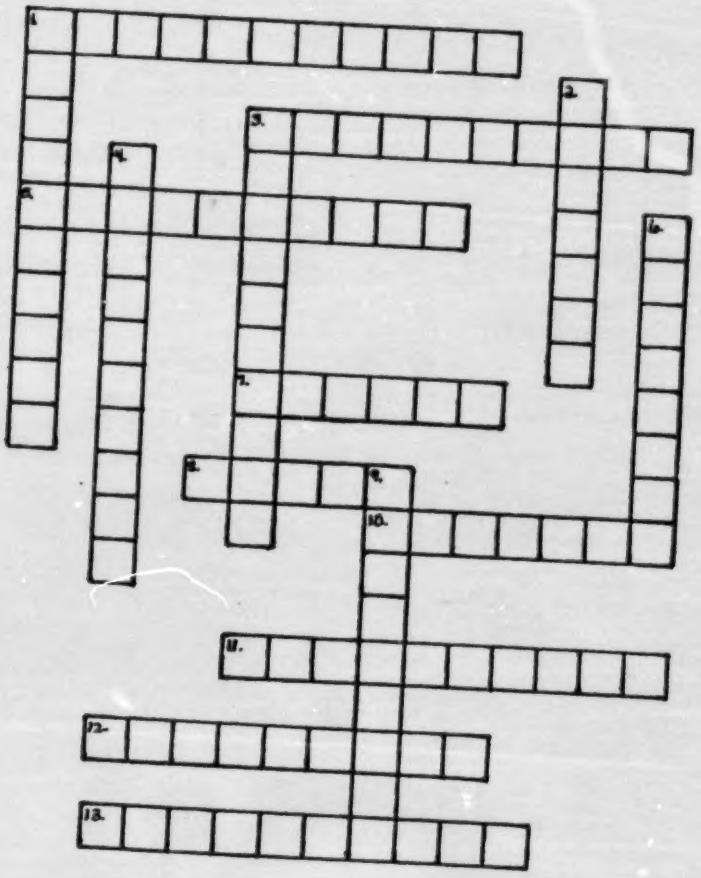
Careers in Aging Services

Minimum Requirements				
Higher Education Degree	Public Welfare Administrator	Gerontologist Consultant/ Trainer	Consultant Administrator	Curriculum Consultant Project Director
Master's Degree	Administrator for Social Work	Director of Programs for Elderly	Long Term Care Facility Administrator	Day Care Administrator
Bachelor's Degree	Social Worker	Director of Home Companion Services	Long-Term Care Facility Social Worker/ Assistant Administrator	Teacher
High School	Social Work Aide	Caregiver/ Enabler	Long-Term Care Facility Aide	Child Development Aide

DEATH AND DYING
UNIT III

ASSIGNMENT SHEET #1: DEATH AND DYING CROSSWORD PUZZLE

Directions: Write the word in the blanks on the puzzle form which complete the sentence or thought.



DOWN

1. During this stage of accepting death, a patient's statement may be: "My time is very close now, and it's all right."
2. These individuals dread the terror of death.
3. The survivor enters a state of depression.
4. These individuals recognize death, yet not in the present context.
6. The survivor becomes impassive and indifferent.
9. These individuals accept death, yet do not anticipate it as much as the "welcomers" do.

ACROSS

1. The death is recognized and intellectually accepted.
3. These individuals ignore and reject death.
5. The survivor's response may be self-entered and involve crying.
7. During this stage of accepting death, a patient's statement may be: "This can't happen to me."
8. During this stage of accepting death, a patient's statement may be: "Why me?"
10. The survivor becomes involved in constant activity.
11. During this stage of accepting death, a patient's statement may be "Yes, it is happening to me--but."
12. These individuals tend to look forward to death as the most mysterious growth event of their lives.
13. During this stage of accepting death, a patient's statement may be: "Yes, me."

DEATH AND DYING
UNIT III

ASSIGNMENT SHEET #2: AGENCIES/RESOURCES

Directions: Make a list of agencies/resources in your community available for the older population. Suggested sources from which to acquire this information include using the yellow pages; visiting a family service agency; and visiting the Chamber of Commerce.

List below.

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

11.

12.

13.

14.

15.

DEATH AND DYING
UNIT III

ASSIGNMENT SHEET #3: CAREERS IN THE AREA OF AGING

Directions: Using the numbers on the telephone dial, decode each of the numbered groups below to reveal careers in the area of aging. Place your answer in the space provided. Remember, each number may be one of three letters. For example, the number "3" could be D, E, or F.

1. 762425 967537

2. 782542 9353273 2364647872867

3. 8322437

4. 762425 9675 2433

5. 2667858268 2364647872867

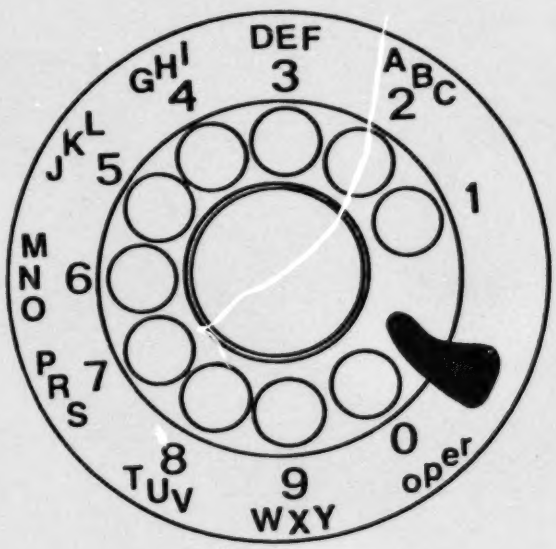
6. 34732867 63 77647267 367 3533759

7. 5664 837 2273 32245489 2433

8. 437668654478 2667858268/8724637

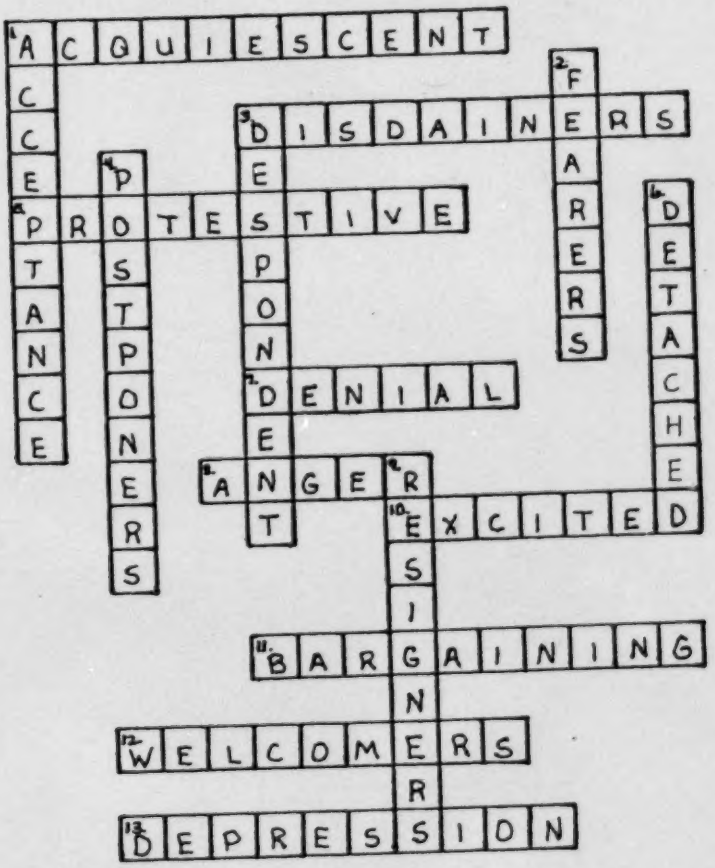
9. 227344837/3622537

10. 24453 33835676386 2433



DEATH AND DYING
UNIT III

ANSWERS TO ASSIGNMENT SHEET #1: DEATH AND DYING CROSSWORD PUZZLE KEY



ANSWERS TO ASSIGNMENT SHEET #2

Answers will vary according to the community being studied.

ANSWERS TO ASSIGNMENT SHEET #3

1. Social worker
2. Public welfare administrator
3. Teacher
4. Social work aide
5. Consultant administrator
6. Director of programs for the elderly
7. Long-term care facility aide
8. Gerontologist consultant/trainer
9. Caregiver/enabler
10. Child development aide

DEATH AND DYING
UNIT III

JOB SHEET #1: ROLE LOSS AND ROLE CHANGE IN RETIREMENT

I. Materials Needed

A. Pencil and paper

B. Resource materials (people, books, magazines, etc.)

II. Procedure

A. The class will be divided into two groups. One group will be assigned as "Role Loss", and the other as "Role Change".

B. Each group is to research the assigned topic to answer the following items:

1. What the topic means

2. How the topic influences retirement

3. What roles are affected

4. What can be expected of a "role loss" or "role change".

C. Three members of each group will present results of their study in a debate.

D. The class will determine as a result of the debate whether or not retirement is a role loss, a role change, or both.

III. Evaluation

The following criteria will be used to evaluate your work.

A. All group members contributed	30 points
B. All questions were answered	10 points
C. Debate was convincing	20 points
D. Debaters supported ideas with facts	40 points

DEATH AND DYING
UNIT III

JOB SHEET #2: ADJUSTING TO BEING SINGLE AGAIN

I. Materials Needed

A. Pencil

B. Paper

II. Procedure

A. The class will be divided into four groups. Each group will be assigned one of the following topics:

1. Role loss vs. role change

2. "Grief work"

3. Monetary problems

4. Societal difficulties

B. Each group is to develop a case study representing how the assigned topic may occur while an adjustment to single life is being made.

C. The case study will be orally presented to the class and discussed in terms of accuracy, realism, and clarity of ideas. It will also be presented to the instructor in written form for evaluation.

III. Evaluation

A.	Case study is accurate, realistic and articulate	50 points
B.	Oral presentation	25 points
C.	Creativity	15 points
D.	Neatness	10 points

DEATH AND DYING
UNIT III

JOB SHEET #3: FUTURE TRENDS COLLAGE

I. Materials Needed

A. Pictures (magazines, newspapers, etc.)

B. Glue

C. Poster board

D. Scissors

II. Procedure

A. The class is to be divided into groups of three.

B. Each group is to make a pictorial collage representing future trends in the area of aging.

C. Each collage will be evaluated and put on display for the whole class.

III. Evaluation: Upon completion of the collage, it will be displayed to the class and evaluated according to the following:

A. Representation of trends	50 points
B. Creativity	30 points
C. Neatness	20 points

DEATH AND DYING
UNIT III

UNIT TEST STUDENT _____

Write the letter of the characteristic in the blank before the corresponding approach to death.

APPROACH TO DEATH

_____1. Welcomers

_____2. Resigners

_____3. Postponers

_____4. Disdainers

_____5. Fearers

CHARACTERISTICS

a. These individuals ignore and reject death.

b. These individuals tend to look forward to death as the most mysterious growth event of their lives.

c. These individuals recognize death, yet not in the present context.

d. These individuals dread the terror of death.

e. These individuals accept death, yet do not totally anticipate it.

Below are statements patients may make in accepting death, according to Elizabeth Kubler Ross's five-stage theory. Place the correct name of the stage identified in the blank following each statement.

6. "Yes, me." _____

7. "Why me?" _____

8. "This can't happen to me." _____

9. "My time is very close now, and it's all right." _____

_____

10. "Yes, it is happening to me--but." _____

Write the letter of the characteristic in the blank before the corresponding post-funeral behavior type.

TYPES	CHARACTERISTICS
_____11. Excited	a. The survivor becomes impassive and indifferent.
_____12. Acquiescent	b. The survivor enters a state of depression.
_____13. Despondent	c. The survivor's response may be blaming and self-centered and involve crying.
_____14. Protestive	d. The survivor becomes involved in constant activity.
_____15. Detached	e. The death is recognized and intellectually accepted.

16. Name three recovery and stabilization tasks.

    a. _____

    b. _____

    c. _____

17. Describe the following three situations that may occur while an adjustment to single life is being made.

    a. "Grief work"_____

    _____

    _____

    b. Monetary problems_____

    _____

    _____

    c. Role loss vs. role change_____

    _____

    _____

18. Name ten agencies/resources for the aging.

a. _____

b. _____

c. _____

d. _____

e. _____

f. _____

g. _____

h. _____

i. _____

j. _____

19. Identify the careers in aging services by placing a checkmark (✓) before each career on the aging service.

_____a. Biologist

_____b. Teacher

_____c. Director of home companion services

_____d. Social scientist

_____e. Social work aide

_____f. Director of programs for the elderly

_____g. Gerontologist

_____h. Public welfare administrator

_____i. Cosmetologist

_____j. Caregiver (home helper)

_____k. Long-term care facility aide

_____l. Hygienist

_____m. Cafeteria worker

_____n. Psychiatrist

DEATH AND DYING
UNIT III

ANSWERS TO UNIT TEST

1. b
2. e
3. c
4. a
5. d
6. depression
7. anger
8. shock and denial
9. acceptance and peace
10. bargaining
11. d
12. e
13. b
14. c
15. a
16. Any three of the following:
    a. Transfer of attachments
    b. Participation in organizations
    c. Identification with the deceased
    d. Memory fantasies
    e. Repressive-reclusive behavior
17. a. This is a process that is necessary for adjustment. The individual must cope with death and attempt to adjust to the new lifestyle.
    b. This often curtails opportunities for activities which restrict the individual's adjustment to a new role.

c. A role change occurs because of the loss of a spouse. This role change could occur shortly after marriage, so the same principles are applicable then. The major difference in it occurring earlier in life is that role change is more temporary for the younger person because of a greater chance for remarriage.

18. Any ten of the following:

a. Adult health conferences

b. Screening programs

c. Lab services

d. Health education and public information

e. Social services

f. Information and referral service

g. Dental health

h. Mental health

i. Pre-retirement counseling

j. Recreational programs and volunteer services

k. Home delivered meals

l. Rehabilitation and nutrition counseling service

m. Nursing services and home health services

n. Homemakers and home health aides

o. University of Missouri Extension

p. Congregate meal programs.

19. a.
b. ✓
c. ✓
d.
e. ✓
f. ✓
g. ✓
h. ✓
i.
j. ✓
k. ✓
l.
m.
n.